REPORT RESUMES

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THE IMPLEMENTATION AND EVALUATION OF A MULTIPLE-CREDIT SELF-INSTRUCTIONAL ELEMENTARY FRENCH COURSE. PRELIMINARY REPORT.

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AN EXPERIMENTAL, COLLEGE-LEVEL, ELEMENTARY FRENCH COURSE WAS ORGANIZED, IMPLEMENTED, AND EVALUATED. THE COURSE WAS APPROXIMATELY EQUIVALENT TO TWO ELEMENTARY AND TWO INTERMEDIATE SEQUENCES IN THE CONVENTIONAL PATTERN, ALLOWING 15 CREDIT HOURS FOR AN AVERAGE WORKING PERIOD OF THREE ACADEMIC SEMESTERS. THE EMPHASIS OF THE COURSE WAS ON INTENSIVE LINGUISTIC EXPOSURE AND SELF-INSTRUCTION. SELF-PACING GAVE THE MORE GIFTED PARTICIPANTS THE OPPORTUNITY TO COMPLETE THE COURSE IN TWO SEMESTERS AND GAVE THE SLOWER STUDENTS FOUR SEMESTERS OR MORE, REDUCING THE PROBABILITY OF THEIR RECEIVING FAILING GRADES. STUDENTS TAKING THE COURSE PARTICIPATED EACH WEEK IN (1) ONE PERIOD OF GRAMMATICAL ANNALYSIS IN GROUPS OF UP TO 60 STUDENTS, (2) TWO DISPLAY SESSIONS EMPHASIZING STUDENT-TEACHER AND STUDENT-STUDENT INTERACTION IN GROUPS OF 2 TO 4 STUDENTS, AND (3) A MINIMUM OF 9 PERIODS OF INDIVIDUAL WORK IN A LANGUAGE LABORATORY ENVIRONMENT. OVER A 3 1/2-YEAR PERIOD, THE RESULTS OF THE EXPERIMENTAL COURSE WERE COMPARED TO THOSE OF CONVENTIONAL INSTRUCTION SESSIONS. OBSERVED DIFFERENCES APPEARED TO BE CAUSED BY DISCREPANCIES IN COURSE CONTENT AND EMPHASIS RATHER THAN COURSE ORGANIZATION. RELATED REPORTS ARE ED 010 464 THROUGH ED 010 466. (JH)

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Preliminary Report

Indiana University / Bloomington

The Implementation and Evaluation of a Multiple-Credit Self-Instructional Elementary French Course

The Implementation and Evaluation of a Multiple-Credit Self-Instructional Elementary French Course -- [illegible]

USOE Contracts: 9498, 4-14-009, 5-14-002

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This is a preliminary report of "The Implementation and Evaluation of a Multiple-Credit Self-Instructional Elementary French Course" conducted under terms of USOE Research Contracts 9498, 4-14-009, and 5-14-002. The final report of the project containing statistical analysès of results and conclusions will be published in June, 1965.

1. Foreign Language Teaching in the New Key

1.1 Development of the New Key

Through the impact of structural linguistics the notion that language is primarily a structured system of perception and articulatory habits has been gaining wider acceptance among foreign language (FL) teachers in the course of the past two decades. As a consequence the objectives of FL instruction are shifting toward emphasis on the audio-lingual skills, i.e., listening comprehension and speaking, particularly in the initial stages of instruction. Audio-lingual oriented FL teaching methods are the heirs of the "Army Method" evolved in the early nineteen forties.

When the Armed Forces became aware of the need to train thousands of Americans to understand and speak--not read--such "exotic" languages as Burmese, Korean, Malay, Serbo-Croatian, etc., the FL teaching profession, after two decades of grammar-translation method had neither the training, experience, nor inclination to assume the burden. Fortunately, since the early thirties a small group of scholars had been evolving out of traditional comparative philology and in contact with cultural anthropology, a new academic discipline, linguistics, the study of language as an end in itself, and had applied some of the new theories of language design to the description of American Indian languages, languages where written texts did not exist, and which could be described only by the analysis of the sounds the speakers emitted. Also, largely through the foresight of Mortimer Graves, its Executive Secretary, and with the collaboration of the Linguistic Society of America, the ACLS (American Council of Learned Societies) launched, with Rockefeller Foundation support, the Intensive Language Program directed by J. Milton Cowan. A group of linguists was gathered to prepare descriptions and pedagogical materials for languages not generally taught in American universities and to design intensive language courses.[7]

In 1943 the Intensive Language Program was adopted as the prototype for the language and area courses of the Army Specialized Training Program (ASTP), and in two years more than 15,000 servicemen learned 27 different languages in 55 colleges and universities. Despite the wide public acclaim which these various linguist inspired programs met, the walls of academe were on the whole impervious to their effect, and while bitter recriminations and condescending rejoinders were exchanged between traditional language teachers and the new upstarts, only at Cornell University did the new method gain a foothold, and then only after the importation of a high-powered team of linguists and a complete administrative reorganization of the FL teaching curriculum. Unfettered by the heavy burden of the philological and literary tradition, Government agencies not only adopted the Army Language Method but refined and developed it further so that, today, the Army Language School (Defense Language Institute, West Coast Branch) and the Foreign Service Institute of the Department of State (FSI) offer the most sophisticated language instruction in the greatest number of languages to be found in this country. It does not come as a surprise, therefore, that when Sputnik panicked the foreign language profession into rehauling the establishment, it was toward these strongholds of intensive FL instruction that innovators turned.

It was mainly through two collaborative projects that audio-lingual oriented FL instruction based on the theoretical premises and illustrating the techniques of the Army Method made a significant impact on the secondary school and college levels. As a result of the Conference on Criteria for a College Textbook in Beginning Spanish sponsored by the Modern Language Association (MLA) and held in the spring of 1956, a small group of linguists and language teachers produced

Modern Spanish, an elementary Spanish textbook patterned on the FSI Basic Spanish Course. Two years later, pursuant to a research contract between the U.S. Office of Education and the Glastonbury, Connecticut Public Schools, under terms of the National Defense Education Act (NDEA), the A-L-M (Audio-Lingual Materials) series was launched to coincide with the first NDEA Title VI Secondary School Teachers' Foreign Language Institutes. Both Modern Spanish and the A-L-M differed from traditional elementary language texts not only with regard to the learning principles and teaching techniques implicit in the material they contained but also by the fact that the authors sought to control the pedagogical conditions under which these materials were used by spelling out classroom procedures. A-L-M French is not a textbook but a teaching "package" with student workbook and discs, a complete set of tapes recorded by native speakers, and a teacher's guide which leaves little room for regression to traditional techniques. Thus, A-L-M materials entail on the part of the classroom teachers that use them adhesion to the principal tenets of the "New Key", as the adapted Army Method came to be known.

1.2 Definition of the New Key

What is FL teaching in the New Key? This question is best answered by reviewing rapidly the fundamental principles about language learning held by the linguists associated with the Intensive Language Program and its immediate heirs.

1) Primacy of sound. During World War II linguists were called upon to design and implement courses whose main objective was to train students to communicate effectively with natives of countries to which their duty might call them. Common sense dictated focusing entirely on spoken speech patterns. Also from their experience with pre-literate languages, it was obvious to linguists that sound was primary and writing only a secondary derivate. Western man with

his deeply ingrained orthographic habits is wont to forget or refuse to accept this difference and to deal with linguistic data in terms of a string of letters separated by spaces, yet the construction of sound audio-lingual oriented materials depends on a clear grasp of the relationship between speech and writing. When one asks the average educated American layman to give the rule for the formation of the regular noun plural of English, i.e., to relate *cat* and *cats*, *dog* and *dogs*, *horse* and *horses*, the answer is invariably a confident: "one adds *-s* or *-es*." But this type of formulation is not particularly useful to a foreigner who is interested first and foremost in *speaking* accurately. He must know (1) how many different suffixes there are and how each sounds, and (2) since several are involved, the basis of selection among the variants. A linguist might state the rule as follows: to form the regular plural of a noun one adds /Ez/ if the noun ends with the consonants /s z č ǰ š ž/, for example, *rose*/*roses*, *church*/*churches*; one adds /s/ if the noun ends with a voiceless consonant, with the exclusion of those mentioned previously, for example, *cat*/*cats*, *lip*/*lips*; finally one adds /z/ elsewhere, for example, *radio*/*radios*, *dog*/*dogs*, *bird*/*birds*, *bee*/*bees*; note that there is no isomorphism between the written and the spoken language rules. From a different point of view, reference to the written language to explain the spoken language is dangerous for the former does not have machinery to represent many of the phonic features which keep words and phrases apart. In English, for instance, there are differences in stress levels: as many American presidential hopefuls have discovered to their chagrin not every *whîte hóuse* is the *Whíte Hôuse*.

2) *Intensiveness*. Since linguists viewed language as a complex aggregate of various sets of sensory and motor habits, they concluded that nothing short of relentless repetition leads to audio-lingual fluency. Even native speakers of a language are quite unable to describe these habits, most of which lie beyond

their threshold of awareness and little profit is derived from the memorization or explication of rules. The principal activity of the foreign language classroom is constant imitation and repetition of a native model, mim-mem. As Leonard Bloomfield, the leading theoretician of American war-time applied linguistics put it: "Language learning is over-learning. Anything else is of no use."[2]

3) Authenticity of Model. Linguists carried over into the classroom the anthropologist's concept of the "informant," the native speaker as sole authority and ultimate source of the language. Only a native speaker and any native speaker could manifest the structure of the language at all levels and his constant presence in the classroom--live or recorded--was required. This reliance on informants resulted in a healthy reaction against normative statements and adhesion to formal styles of speech and to inclusion of more informal pronunciation, forms and constructions in teaching materials. Nonetheless where dialect and style variations were extensive--as in French and Spanish--linguists based materials on standard dialects with, frequently, considerable amount of dialect and style mixture.

4) Inductive Grammar. Unlike the Direct Method enthusiast linguists did not throw out the baby with the bath water and grammar was very much--perhaps too much--in evidence in FL courses they directed and teaching materials whose preparation they supervised. But for them grammar was neither the memorization of rules (in French, the past participle conjugated with avoir agrees in number and gender with a preceding direct object), nor the recitation of paradigms (Latin, amo, amas, amat. . .), nor were they concerned with linguistic etiquette (thou shalt not say I feel badly). Grammar was essentially a descriptive statement of the constitution of sentences and the occurrence of forms. Generally, it was presented inductively through pattern drills followed by sometimes quite

technical statements of the grammatical features manifested in the drills, but it was asserted that only after mastery of a pattern is acquired will accompanying explanation be fully useful. The use of grammatical rules as "predictors" or linguistic behavior was expressly banned: "they (rules) are the description of the student's own performance. *Rules ought to be summaries of behavior.* They function only secondarily as 'predictors'." 3

5) *Words in Context.* Most educated laymen harbor the simplistic notion that languages are made of words with a few "idioms" tossed in for good measure and that learning a language involves simply the memorization of different sets of words whose meaning content is isomorphic with that of native equivalents. Unlike Direct Method enthusiasts who nurtured this conception by the association of image and word and by forcing isomorphism through artificial translations of *the pen of my aunt* variety, linguists presented vocabulary through the memorization and recombination of complete sentences arranged in self-contained dialogues and accompanied by approximate contextual equivalents rather than word-for-word glosses.

6) *Linguistic Interference.* The most important contribution of linguistics to the preparation of teaching materials lay in the theory that areas of difficulty can be predicted in advance by point by point comparison of the structure of the native and target languages. For example, in English all vowels which occur at the end of a word or phrase are long and followed by a glide: *sue*, *bow*, *see*, *say*. Americans predictably mispronounce final French vowels which are always short and tense: *beau*, *sous*, *si*, *c'est*. Similarly, most dialects of Spanish exhibit a five vowel system. Standard French, on the other hand, has up to eight vowels excluding the front rounded series and the nasal vowels:

<table>
<tr><td>French</td><td>i</td><td>é</td><td>è</td><td>a</td><td>â</td><td>ó</td><td>ò</td><td>u</td></tr>
<tr><td>Spanish</td><td>i</td><td colspan="2">e</td><td colspan="2">a</td><td colspan="2">o</td><td>u</td></tr>
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Spanish speakers can be expected to--and indeed do--have difficulty realizing contrasts of the type *gué/guet*; *là/las*; *pomme/paume*.

Pattern interference results from differences in the structuring of linguistic units at various levels as well as differences in the distribution of units on any one level. French, English, and Spanish have phonetic nasal vowels, e.g., French *tante* and English *taunt*; French *passion* and Spanish *pasion*. However, in French nasality of vowels is functional since *tante* contrasts with *tâte* and *tant* with *tas*, but in both English and Spanish any vowel followed by a nasal consonant is automatically nasalized. Going from English and Spanish to French interference results from the different phonological role of the feature of nasality. Interference problems at the grammatical and lexical levels are more numerous and complex. Consider the English sentence *My father was a teacher*. The faulty rendition **My father was teacher*. could be elicited from French, Russian, or Spanish speakers but for different reasons. Both French and Spanish have articles but they are not used in the contextual equivalents of the English sentence given above: *Mon père était professeur* and *Mi padre era profesor*. The article appears elsewhere, however: *C'est un professeur*; *Es un profesor*. In Russian there is no article form class: *Otets u menia byl učitel* and *On učitel*. For linguists, then, the preparation of pedagogical materials had to be preceded by the contrastive analysis of the "target" and native languages at all relevant levels, starting with phonology and progressing through morphology, syntax, and lexicon.

1.3 Evaluation of the New Key

From the comfortable vantage point of two decades of hindsight we can now attempt a fair evaluation of the pedagogical effectiveness and efficiency of the New Key. By definition linguists are concerned with the structure of language and their attempt to deal with the processes that take place in the language classroom, be it in the very special conditions of the FSI or in an elementary school class, can be expected to fall quite short of the mark; for in FL instruction the linguist's competence ends before practical problems of presentation and ordering of material and the organization of the instructional context are reached. Obsessed with structure, the linguist never pondered over the process that takes place in the FL classroom, language learning; seldon did he construct controlled experiments to test some of the assertions he made qua language teacher, and he never suspected that the success of intensive-type instruction might be due to external factors--student motivation, intensive contact, and the like--rather than his operational principles and models. He operated with the simplistic "Sunburn" model of language learning: the student was exposed to FL patterns until he soaked them up. Typically, the materials utilized by Intensive Method programs and their New Key heirs--FSI, A-L-M, etc.-- consist of dialogues which are to be "over learned" through relentless repetition, pattern drills wherein structures are repeated and manipulated ad nauseam, and comprehension exercises in which lexical items and grammatical features presented in the dialogue and the pattern drills are recombined with a minimum of new lexical items. While materials prepared according to the Army Method contain formal pronunciation drills--minimal pair oppositions and practice of phonemes in representative environments--pronunciation is acquired in shotgun fashion parallel with the memorization of the basic sentences of dialogues.

The most serious shortcoming of these materials is that they constitute a closed system. The student learns a finite stock of basic sentences which he can parrot if the proper circumstances present themselves; at best the student can only be expected to vary by inserting lexical items in the slots of the pattern drills he has manipulated. Recent experiments in child-language acquisition suggest that human beings do not learn their first language by mim-mem but that they construct from their linguistic environment a model which can be projected beyond what has been heard in the past to form and recognize new combinations. Jean Berko,[4] for instance, has shown that American pre-school children and first graders can extend rules for noun plural formation to nonsense words with a high degree of accuracy; on the basis of _dog/dogs_, _cat/cats_, _horse/horses_ they analogize _wug/wugs_, _fap/faps_, _gutch/gutches_. Similarly, on the basis of the productive _-er_ verbs French children analogize *_vous disez_ instead of _vous dites_, and on the basis of _ils boivent_ construct *_nous boivons_. It is reasonable to posit that adult second language learning consists of more than the storing up of rehearsed utterances and involves the construction of a grammatical model on the basis of which utterances that have never been heard before are "created." The construction of the model might be catalyzed by the artful presentation of material, for instance, contrastive pairs which point up generative processes, or more simply by the statement of _deductive_ rules.

The New Key organization of subject matter and instruction follows literally the order of descriptive field work: first phonemic contrasts, then assimilation of forms through pattern drills, and last, translation exercises to learn syntactic features. Since the phonologic and morphophonemic structures of a language can be analyzed in terms of finite sets or lists readily discoverable by the analyst, New Key techniques lead to satisfactory assimilation and control at these two levels. But at the syntactic level New Key textbooks had to revert to traditional techniques, primarily translation drills, since by committing itself to the inductive presentation of grammar the New Key was unable to handle the open-ended character of the levels of language that impinge on the real world. Only _deductive_ rules with high predictive potency, sometimes stated in semantic terms--despite the taboo that attaches to meaning among certain structural linguists--can lead a learner of English to say _He tells me to do it_ and _He asks me to do it_ but not *_He says me to do it_.

New Key techniques and teaching materials, though unquestionably superior for audio-lingually oriented FL instruction to those following what we may term the Traditional Eclectic Method, because they do focus on the spoken language, rest on very shaky psycho-pedagogical grounds. Yet in the context of the Intensive Language Program, particularly as represented by the Army Language School and FSI, they were unquestionably extremely successful in producing, within a relative short time, students highly proficient in the active use of a foreign language. Paradoxically, it was not primarily by the application of his specialized knowledge to the preparation of teaching materials and the elaboration of pedagogical techniques that the linguist devised effective programs of FL instruction. Rather, it was by the modification of the traditional teaching context. Since he viewed language as a complex aggregate of habits, he concluded that nothing short of relentless practice could lead to the internalization of these habits. Army Method courses, therefore, provided the student with constant practice and active participation through a massive number of contact hours, small classes, and readily available sources of authentic target language utterances, both live speakers and recorded materials. Typically, courses in the commonly taught languages (French, German, Italian, Spanish) at FSI provide for more than 450 hours of instruction in small groups of not more than six participants; the period of instruction for "exotic" languages is more than twice as long. In Intensive Method programs contact was also intensified by the modification of the traditional FL teaching context: small classes, seldom containing more than ten students; variation in class size; specialization of teaching function, a linguist who provided guidance and a native informant who functioned as a drilling machine.

When the Army Method was applied to regular high school and college FL programs emphasis was placed on its tangible aspects: techniques, materials and electro-mechanical devices. It was not generally recognized that the use of new materials and techniques might require a reformulation of the traditional teaching contexts and that unless course objectives--assuming that these are clearly formulated, which is seldom the case--bear some realistic relation to the time available for instruction, the New Key may well fall flat.

Today the high school and college FL teacher is still forced into the straight-jacket of the elementary course. In fewer than 250 hours of contact spread over a period of one to two years, he endeavors to introduce groups of twenty to thirty students to all the grammatical rules of the target language within a vocabulary of several thousand words so that those students who do not continue the study of the language--and these constitute the majority--will have at least a passing acquaintance with the subject matter, a minimum level of comprehension, and an embryonic reading knowledge. In order to complete the text by the end of the course the teacher has no choice but to explicate grammar rules and to train students in the translation of target language texts into strained English. The happy few who do continue will be subjected to several levels of review grammar and reading courses, each of which attempts at exhaustive presentation, and to remedial courses in pronunciation. Admittedly, it is utopian to hope that within the decade ahead, our administrators and our citizenry will become sufficiently enlightened to FL teaching needs to recognize that the easiest way to impart complete mastery of foreign languages is to institute the five to ten year sequences found almost universally in other Western countries. We must, therefore, improve the status of FL teaching the hard way by increased pedagogical efficiency. Clearly, pedagogical efficiency cannot be achieved exclusively by improved materials nor by the installation of more complex electro-mechanical devices, but rather by the creation of a teaching context which will increase contact hours without substantially raising instructional costs.

1.4 Previous Attempts and Proposals for the Reformulation of the Traditional Teaching Context

1.41 The University of Oklahoma Experiment (1944-1945)

The first attempt to adapt the administrative structure of Army Method FL instruction to non-intensive curricula was initiated by Pierre Delattre at the University of Oklahoma in the academic year 1944-45.[5] Delattre's primary objective was to test the Army Method assertion that an initial concentration on listening and speaking in the total absence of any reference to the printed page is pedagogically more efficient in the short as well as the long run than the traditional method. But implicit in Delattre's experimental design was a manipulation of the teaching context which was not clearly perceived by the experimenter himself. Delattre divided a beginning French class into two groups: the control group followed the Traditional Eclectic Approach, meeting with an instructor and using a conventional textbook from the very beginning; the experimental group met with the instructor for the same number of hours as the control group but was exposed to a different treatment. They followed a strict audio-lingual approach with no reading or writing for thirteen weeks and were given the transcript of the audio-lingual material only during the last three weeks of the first semester--during the second semester both groups were exposed to a common treatment. From our point of view, the most significant feature of the project was that the experimental group had access to a room equipped with a phonograph where they could practice material presented previously in class; in the subsequent class the material practiced in this rudimentary language laboratory was checked by the instructor. In this way contact with the language was multiplied several fold, at least for the assiduous students, and the drilling function was assumed by an electro-mechanical component which could supplement the classroom teacher and, indeed, function independently of him.

1.42 The Cornell University Language Program (1946)

The most significant and thoroughgoing attempt to adapt Army Method features to the college level was made at Cornell University in 1946 with the aid of a grant from the Rockefeller Foundation.[6] All of the university's elementary and intermediate language instruction was assumed by a new Division of Modern Languages (DML) directed by J. Milton Cowan. The DML was staffed with a small group of linguists, all of whom had participated in the various wartime FL teaching activities described in 1.1 as well as native speakers of the various languages taught. The most notable feature of the program was specialization of teaching function: students met two hours weekly in large groups of about 50 for grammatical analysis conducted by a trained linguist generally of professorial rank and six hours weekly in drill sections of ten with a native speaker. In a later modified version of the program forced by the need to reduce instructional costs and to incorporate the use of non-native speaking American graduate assistants, the number of drill session hours was reduced to three and for the other three hours students met in groups of twenty with American graduate assistants for "laboratory" periods. In the initial phase of instruction the American graduate assistants supervised the imitation of recorded native models. It should be noted that as an essential corollary of course reorganization, the basic language requirement was defined in terms of demonstrated proficiency level rather than semester credits.

But even the Cornell language program failed to free FL from the traditional administrative framework: the division of the subject matter in terms of semesters; rigorous course outlines which keep all students in lockstep progress and fail to provide for individual variations in language aptitude, motivation, background and whatever other factors determine FL learning; the definition of instructional exposure in terms of instructor contact hours.

1.43 The Advent of Self-Instruction

In a paper presented at the first Indiana University Language Laboratory Conference and subsequently published in Language Teaching Today, Bruce Gaarder suggested a more radical departure from tradition.[7] He proposed that the sole irreplaceable function of the FL teacher is the elicitation of "graded, guided experiences in the natural use of the new tongue" [8] and that all other tasks presently assumed by the teacher--initial presentation of material, explanation, drill, constant review, and testing--can be relegated to properly programmed electro-mechanical devises. Gaarder describes a suitable self-instructional program as follows:

> Let us imagine a truly great teacher, equipped with native command of the language, great insight into the learning process, and twenty-five years experience in our schools. He uses a sort of direct method, not the perversion which consists in teaching people how to talk about French in French, but rather a form of linguistic analysis in terms of interpersonal relationships and events based upon imitation, linguistic analogies, and inductive reasoning. He does not need to jump about trying to illustrate his words by acting out what he is saying. Rather he has at one side of the room a small stage upon which a small group of native actors represent exactly the situation that he needs in order

to present and explain a feature of the structure of French, not by talking about French, but by living some French. He has a class of two to five average students whom he takes care to involve aurally and orally from the very beginning and throughout the period. Using known material, he proceeds to the unknown and soon is eliciting the new structure from the students in natural speech. He knows in advance what every difficulty will be and takes care of it at just the right time. Perhaps he has a book, but neither he nor the students open it. He may use the blackboard.

Let us imagine that that class, excepting the students' words, was recorded on tape. All that the actors did was given to the students by means of photographs or drawings in a workbook to illustrate what was being said. All of the blackboard notes were presented in proper order in the workbook. All of the workbook material was keyed constantly to the taped presentation and explanation by the teacher and the actors. The hundreds of students taking the course later in the laboratory would be involved as individuals, aurally, visually, and orally from the first of the tape to its end. If anything was missed, the tape could be stopped by any single student (each would work from his own copy of the tape) and any part or the entire thing repeated any number of times. [9]

At the same conference F. Rand Morton painted in bold strokes a futuristic LLTM (Language Laboratory as a Teaching Machine) where students working with carefully programmed electronic equipment learned all language skills through autodidactic activity.[10] Morton believes, like Gaarder, that the language laboratory can be fully integrated in the FL learning process and can assume those teaching functions which it can perform more efficiently than human beings, the repetitive aspects of FL instruction in the New Key: initial presentation, drill, review, and habit fixation. But he would go even further: all teaching functions including testing and the use of the FL in simulated natural context could be relegated to the LLTM. The source of his optimism is a pilot experimental course in Spanish he conducted at Harvard University in 1953 and 1954. This experimental course was of the New Key variety since the terminal objectives were defined as an audio-lingual fluency of 80 per cent. For the purpose of the experiment, audio-lingual fluency was defined as "the ability to handle the basic structure of a language by a normal five or six year old child in his native language" and "the ability to manipulate and respond to the structural signifiers of normal nonspecialized language."[11] The course comprised five central components: Phonematization, Sound Reproduction, Structural Cues, Model Patterns, and Vocabulary; a sixth component, Allied Skills, dealt with reading, writing, and translation, but was merely a sop thrown to tradition.

In the Phonematization phase the student was trained to discriminate among Spanish phonemes and between correct and incorrect realizations of Spanish phonemes with an accuracy of 90 to 96 per cent. He did not begin attempts at imitation until the next phase, Sound Production, in which sounds were practiced in isolation and in combination. The functional use of sound differences was also practiced, e.g., the commutation of /o/ and /a/ which has a heavy functional burden in Spanish: *Los gatos blancos estan malos* → *Las gatas blancas estan malas*. In the Structural Cues phase grammar was presented in terms of abstract acoustic cues devoid of semantic meaning and the student was expected to react automatically to such morphemes as verbal persons or plural of nouns. Meaning was finally introduced in the Model Patterns and Vocabulary Building phases through 105 basic sentences and 3500 lexical items.

Morton's experiment was portentous for at least two reasons. First, it assumed that all learning could be accomplished by the student working independently of the teacher with the use of autodidactic materials and a tape recorder. Second, student achievement was directly related to assiduity; no student failed "since by both definition and procedure completion of the course guarenteed satisfactory proficiency on the student's part." [12] No testing was necessary and the presence of the instructor was required only for occasional evaluation of student pronunciation and occasional remedial work.

Morton's experiment was only designed as a pilot and lacked the necessary controls that would have made possible a truly objective evaluation of the validity of his basic premises and of the pedagogical efficiency of the LLTM concept. For instance, Morton reports that the students who completed the pilot course were as a group easily superior in natural proficiency to the students in conventional third and fourth year Spanish classes. Since no efforts were made to insure and measure the comparability of the pilot and conventional groups, one cannot discount the possibility that the former contained students with a higher level of language learning aptitude or more highly motivated toward an audio-lingual oriented course. There were also two significant aspects of the use of an ungraded self-instructional course which were not considered in Morton's experiment: (1) the effect on instructional costs, (2) the adaptation to the administrative practices (credit and grade award, selection of teaching staff, etc.) of colleges and universities.

FL teachers who firmly believe in the primacy of audio-lingual proficiency tend to try to demonstrate the soundness of their opinion by showing that initial emphasis on listening comprehension and speaking to the exclusion of reading and writing will result in higher overall proficiency in the long run (viz. two years of FL instruction at the college level). In one of the more carefully conceived and sophisticated experiments in the field of FL instruction George A. C. Scherer could only safely conclude that students tend to learn those skills which are emphasized by the teaching method to which they are exposed.[13] Since there is no objective means of quantifying overall proficiency in FL evaluation of the pedagogical efficiency of a course, it will be determined by the appraiser's value judgments with regard to the ultimate goals of FL instruction (comprehension, speaking, reading, writing, translation, overt knowledge of structure, etc.). Note that although listening comprehension and speaking are traditionally paired, a combination listening comprehension-reading comprehension is not theoretically precluded.

Let us assume gratuitously that emphasis on audio-lingual skills is more than a passing fad and could be supported adequately by philosophical, theoretical, and practical considerations. It would then become possible to pose such interesting questions as the following. Can audio-lingual oriented courses be designed which would result in listening comprehension and speaking proficiencies comparable to those attained in intensive courses, say FSI basic courses, but which, in addition: (1) are compatible with liberal arts education and allow the student to pursue other studies simultaneously; (2) are comparable with Traditional Eclectic courses with regard to instructional costs and instructional personnel; (3) are adaptable to the administrative policies of colleges and universities?

Morton's pilot experiment suggests that an answer be sought through the use of self-instruction and the concept of the language laboratory as a teaching machine capable of replacing or spelling the live teacher. This concept, however, entails experimenting more widely with more flexible administrative procedures and modifying the conventional FL teaching context. New organizational patterns radically different from those of today must be sought, patterns which will accommodate recent and anticipated developments in electro-mechanical devices, the expansion of language laboratory facilities, and the growing application of programmed instruction techniques to problems of FL teaching.

Notes

[1] For a description of the development of intensive language programs and the role of linguists in the formulation of the "Army Method" cf. Moulton, William G. Linguistics and Language Teaching in the United States 1940-1960. In *Trends in European and American Linguistics 1930-1960* (C. Mohrmann, A. Sommerfelt, and J. Whatmough, eds.) Utrecht, Antwerp: Spectrum, 1962.

[2] Bloomfield, Leonard. *Outline Guide for the Practical Study of Foreign Languages*. Baltimore: Linguistic Society of America, 1942, p. 12.

[3] Politzer, R. L. and Staubach, C. N. *Teaching Spanish: A Linguistic Orientation*. Boston: Ginn, 1961, p. 8.

[4] Berko, Jean. The Child's Learning of English Morphology. *Word*, 1958, 14:150-177.

[5] Delattre, Pierre. A Technique of Aural-Oral Approach. Report on a University of Oklahoma Experiment in Teaching French. *The French Review*, 20:238-50 (January, 1947) and 20:311-24 (February, 1947).

[6] For a fuller description of the Cornell Language Program cf. Moulton, William G . The Cornell Language Program. *PMLA*, 67:38-46 (October, 1952).

[7] Gaarder, A. Bruce. Language Laboratory Techniques: The Teacher and the Language Laboratory. In F. J. Oinas (Ed.), *Language Teaching Today*. A report of the Language Laboratory Conference held at Indiana University, January 22-23, 1960. Publication No. 14 of the Indiana University Research Center in Anthropology, Folklore, and Linguistics, October,1960. (Published as Part II, Vol. 26, No. 4, of *International Journal of American Linguistics*, October, 1960.

[8] Op. cit., p. 50.

[9] Op. cit., p. 47-48.

[10] Morton, F. Rand. The Language Laboratory as a Teaching Machine. In F. J. Oinas (Ed.), Language Teaching Today. Publication No. 14 of the Indiana University Research Center in Anthropology, Folklore, and Linguistics, October, 1960. (Published as Part II, Vol. 26, No. 4, of International Journal of American Linguistics, October, 1960.

[11] Op. cit., p. 123.

[12] Op. cit., p. 140.

[13] Scherer, George A. C. Extended Classroom Experimentation with Varied Sequencing of the Four Skills in German Instruction. Final Report O.E. Contract No. SAE 8823, March, 1963.

2. Multiple Credit Elementary French

2.1 The Problem

As was pointed out the keystone of the New Key is intensive contact of the learner with the FL achieved through a high number of contact hours (exposure) and the reduction of the size of classes. FSI sixteen-week basic courses in the commonly taught languages contain 480 hours (sixteen weeks with thirty hours of weekly assigned class hours. In the optimal non-intensive college FL course, the student is required to attend five periods weekly--periods generally range from 45 to 50 minutes--during an academic year of 32 weeks, i.e., 160 periods. For the sake of convenience let us assume that a period equals one hour, then three years of an optimal college FL course would match the exposure of FSI basic courses. But at FSI the maximum class size is six whereas the optimal college FL course minimum class size is twenty, at least for the commonly taught languages. In reality, three years of an FL college course provides only the same degree of exposure as an FSI basic course, and since actual contact is a function of exposure recitation time per student, it would not be unreasonable to assume that an FSI basic course is equivalent to four or more years of a college course.

One might suspect that with regard to the number of structural features and vocabulary items content, the FSI basic course syllabi would be far more ambitious than so-called elementary college textbooks, but, in fact, the contrary is true. For instance, in FSI Basic French grammar "points" are treated much less exhaustively than they are in standard traditional-eclectic method textbooks. Clearly, because of the notion that a textbook must be completed from cover to cover during the course, college FL courses have very rigorous quantitative objectives but sacrifice quality and the implicit terminal behavior expected of the student is much less than complete internalization and automatic production of the material presented. We do not mean to criticize this sacrifice of quality for quantity nor do we hold that there is any inherent virtue in placing priority on near-perfect active audio-lingual control of a finite set of utterances, lexical items, and structural features. We only wish to underscore the fact that New Key objectives and present college FL elementary courses--and all four-year high school FL sequences--are fundamentally incompatible.

It should also be borne in mind that at the end of the first year of study a college student is expected not only to have some degree of control of the spoken language, but also the ability to read unedited texts that exhibit structures and a vocabulary content much more extensive and much more complex than those of daily speech. It also may be desired that he write the FL, if not elegantly, at least "grammatically" and "idiomatically."

Since total instructional costs cannot be increased, it is only through a course incorporating Gaarder's and Morton's Language Laboratory as a Teaching Machine concept that the New Key can be successfully adapted to non-intensive FL instruction at the high school or the college level. At the latter level, it is an unwritten convention that students spend three hours in class or on outside preparation to earn one semester credit point. In a five credit FL course, the teacher disposes then of fifteen hours of the student's time per week and the proportion of actual class contact to outside study is left to his discretion. If the language laboratory is considered the audio analogue of the library, the music practice room, the art workshop or the science laboratory--it might be noted in passing that some universities label their language laboratory quite fittingly "Audio Listening or Study Center"--it is quite consonant with college procedures to require that outside study hours be spent in the language laboratory. With the utilization of the concept of the LLTM, exposure can be trebled and the college elementary FL course be brought to approximate intensive courses more closely with regard to the exposure variable: the optimal college elementary course would now provide 480 hours of contact between the student and the teaching components.

The use of the language laboratory to assume some of the functions that live instructors currently assume both in intensive-type programs and conventional college and high school courses gives individual students the opportunity to progress through an FL course at the pace most suited to them. Self-pacing increases the efficiency of a course since the more gifted students can complete the course in a shorter period of time and the less able students need not retrace their steps should they fail any part of the course.

To summarize, the New Key can be adapted to non-intensive FL courses if electro-mechanical devices currently available can make integral components of the teaching program, and if the efficiency--as determined by the ratio of instructional costs to total learning achieved--of New Key and intensive method programs can be drastically improved, not only through the preparation of better materials but also through the appropriate use of the teaching resources available.

On the basis of past research and the results of the two pilot courses which sought to adapt the intensive method as it is illustrated by the FSI basic courses,[1] it was decided that a successful adaptation of the New Key required a course characterized by at least the following features:

1) a high number of actual student contact with the FL;
2) the relegation of most classroom teacher tasks to a properly programmed language laboratory;
3) the possibility for each student to progress at his optimum rate;
4) a shift of emphasis from "covering a relatively indefinite amount of language within a definite period of time to assimiliting a definite amount of language within a relatively indefinite period of time;"[2]

5) the definition of FL proficiency in terms of attested proficiency in carefully defined skills rather than in years of study or the number of semester credits earned.

In April, 1961 a proposal describing the structure of Multiple-Credit Elementary French (MCEF), a course that contained these features, and outlining a plan to test its pedagogical efficiency and administrative feasibility was submitted by Indiana University to the Research Unit of the Language Development Section of the U. S. Office of Education. The proposal was approved and the research began to be implemented in September of that year.

2.2 The Conventional Course

It was decided that the pedagogical efficiency and some effects on administrative policies would be measured by comparison with a control group consisting of several elementary French sections pursuing the conventional program of studies. We shall, therefore, begin by describing the conventional basic French program at Indiana University.

The program of basic French instruction at Indiana University is quite characteristic of that currently existing in most large universities. French is the most popular FL, particularly for those students who aspire to no higher goal than completing the College of Arts and Sciences' FL requirement, no doubt for the reason that it is the modern FL most widely taught in Indiana public high schools and that many students "beginning" French at Indiana Univeristy have had some previous contact with the language. The College of Arts and Sciences' requirement stipulates that a student shall take eighteen semester hours of an FL. The basic FL program consists of a one-year elementary course (F101-F102) meeting five periods weekly and requiring, in addition, up to two periods of compulsory attendance in the language laroratory, two intermediate courses stressing audio-lingual fluency (F201-F202), each meeting two periods weekly, and two intermediate courses stressing reading in literary texts (F211-F212), meeting three periods weekly. The F101-F102 sequence yields a total of ten semester credits; students may then elect to take F201 and F211-F212 or F201-F202 and F211 plus a third year conversation course, in which case they will have earned more than the eighteen semester credit hours required.

The elementary F101-F102 sequence constitutes the most closely supervised and homogeneous part of the Indiana University basic French program. All instructors follow a rigorous course outline and examinations are of a departmental nature; this applies in greater part to the F201-F202 sequence but not at all to F211-F212. In both F101-F102 and F201-F202 the method of instruction is best described as traditional-eclectic. The textbooks used in both courses contain some New Key features: dialogues, pattern drills, but the grammatical explanations refer generally to the written language and are not well integrated with the drill material. Reading selections are introduced very early and they are selected for their literary significance rather than their linguistic characteristics, i.e., no effort is made to introduce structures and vocabulary gradually. But it is the fact that a stated number of grammar points and a specified number of pages must be covered within a given period of time that characterizes these courses as distinctly traditional.

These courses are manned by an instructional staff consisting primarily of graduate assistants (75 per cent or more), many of whom have no professional preparation or teaching experience and very few of whom speak the language with native or near-native accuracy and proficiency. Some instructors of professorial rank are assigned to these courses but no effort is made to insure that all students have contact with the more competent and experienced members of the teaching staff; whether a student will be taught by a native speaker with or without FL teaching training, a well schooled professional FL teacher, or a neophyte depends primarily on happenstance. All graduate assistants receive inservice training through attendance of a compulsory one semester methods course which features some observation of an elementary section taught by the clinical professor.

In the elementary course (F101-F102) attendance of two periods of language laboratory work is required but not checked. As a result, except for the period immediately following the beginning of a semester and preceding examinations, attendance often falls to 50 per cent and lower. The recorded material presented consists primarily of the imitation of dialogues and response drills as well as occasional pattern drills; students may at all times refer to the textbook. The recorded material is first broadcast from a central console and students work in lockstep fashion; since the equipment is dual channel, students may record the master program and practice individually in the latter part of the period; or they may report to the language laboratory during evening hours for added individual practice. Of course, since all sections progress at a uniform rate and since there is no provision to accommodate the more proficient students, individual work tends to consist of review and additional practice and few students practice material not yet covered in the classroom. Laboratory periods are supervised by assistants whose responsibilities are of a housekeeping nature: installing reels on the console, making minor adjustments and repairs, taking attendance, etc.

At Indiana University class periods are 45 minutes long and the academic year consists of 32 weeks. The elementary course (F101-F102), then, provides 120 hours of classroom contact with a live instructor in sections of twenty students on the average and 48 hours of individual work in the language laboratory. Thus, with regard to total exposure, this course can well be considered optimal.

Few college courses, in foreign languages as well as other fields, state quite precisely the terminal objectives the student must attain to pass the course, let alone to qualify for an "A", "B", or "C". As we have seen in 1., language skills, including reading and writing, can ultimately be defined in behavioral terms; precise objectives, therefore, should be defined in terms of various types of behavior: discrimination acuity, accuracy and speed of sound production, speed of manipulation of a stated number of grammatical features, and the like. Since the University catalogue does not provide a suitable description of the terminal objectives of F101-F102, we can only infer these from the final examinations and pre-test placement procedures. Final examinations test listening comprehension, the ability to spell French utterances in connected contexts, knowledge of grammatical patterns as they are reflected by the orthography and through translation, reading comprehension, and the ability to translate, primarily from French to English. The single placement examination used to appropriately place a student in one of the six basic French courses tests almost exclusively reading comprehension and translation.

It might not be amiss to comment briefly on the attitudes toward FL teaching of the Indiana University Department of French and Italian, which administers basic French instruction, particularly since it is representative of most large university FL departments in general and French departments in particular. Large university FL departments consider that their primary function is the training of scholars in literary analysis and the history of the literature, and to a much lesser extent the history and structure of the languages whose teaching the particular department administers. Promotion and advancement, and, more importantly, self-esteem depend on scholarly achievements rather than on competence in basic FL instruction, skill in the direction of teaching program and the preparation of pedagogical materials. As a result there is little motivation for innovation in language teaching practices and no systematic mechanism for feedback from classroom experience to the design of methods and materials. Such an atmosphere hardly inspires graduate students to distinguished and devoted teaching nor is it conducive to professional attitudes toward FL teaching. It is also an atmosphere which is not very hospitable to inquiry in the learning process nor experimentation with alternate strategies of FL instruction.

2.3 The Design of Multiple Credit Elementary French (MCEF)

After reviewing the various attempts to adapt the Army Method to non-intensive FL programs, and on the basis of our own pilot trials at the Pennsylvania State University in 1959-60 and at Indiana University in 1960-61, we opted for a partially self-instructional course rather than Morton's fully auto-didactic LLTM, i.e., we agreed with Gaarder that the teacher's primary function in a course aiming at audio-lingual proficiency is to lead the student to use the language in a simulated natural context and that, insofar as it is compatible with presently available materials and electro-mechanical devices, all other tasks currently assumed by classroom teachers should be relegated to the language laboratory. In this section we describe MCEF as it was formulated in our research proposal and tried out with the first group of subjects from September 1961 to February 1963. The proposal was to cover a period of three years and two complete and one partial trial of MCEF during which: (1) a partially self-instructional program would be prepared and continually revised; (2) administrative procedures would be evolved; (3) the techniques to be used in the Display Sections would be developed and the function of the Display Section--and of the live instructor--clarified; (4) the pedagogical efficiency of MCEF relative to the conventional program, insofar as this could be measured within the context in which the experiment was attempted.

2.31 Organization of MCEF

MCEF was established as a continuous fifteen semester credit hour course labeled F101-F102-F203, equivalent roughly to the conventional F101-F102 elementary sequence and the F201-F202 audio-lingual oriented intermediate sequence. In order to fulfill their FL requirement students would need to take the F211 reading-oriented course after successfully completing MCEF.

2.311 Credit and Grade Award

Credit and grade granted at the end of a semester would be directly proportional to the proficiency attained during that semester and also related, to a considerable degree, to the amount of material assimilated. Presumably the average student should complete the course, i.e., reach the specified proficiency in the required FL skills, in three semesters. Students with previous background in French, those who show greater assiduity, and those who possess high aptitude for FL learning could complete the course in two semesters; slow students would not be penalized and could complete the course in four or more semesters. It was at first anticipated that the materials would consist of a finite number of units, say thirty. Credit would be granted at the end of a semester on the basis of any block of ten units assimilated, i.e., one third of the entire program. A student who had not progressed sufficiently to earn credit at the end of a given semester, i.e., had not assimilated a complete block of ten units in the course of that semester, would receive the grade of "I" (incomplete) until such time as he completed the block of units. At the beginning of the following semester, he would be expected to enroll in the next-higher-level course and he would continue from where he had left off, say, Unit Nine; for instance, if he had received an "I" for F101, he would still enroll in F102 the following semester in the hopes that he might catch up and complete both F101 and F102 in the course of the second semester. Students who completed more than ten units during a semester but fewer than twenty would receive the normal five hours of credit, but they could expect to complete MCEF before the end of the third semester and would then be free to devote their time to other activities. Grades would be determined by scores in achievement examinations administered at the end of a semester as well as by performance in Display Sessions during the course of a semester. Achievement examinations at three different levels would be devised. The first examination would test only comprehension and oral proficiency, the second would, in addition, test reading ability, and the last examination would test all four FL skills, including ability to write in French. Students who complete the entire program before the end of a semester may request to take the terminal examination or choose to be evaluated at the regularly scheduled date of the examination at the end of that semester.

During the course of the semester short sub-unit and unit tests would be administered in the language laboratory and a student would not be able to proceed unless he achieved a specified score. Unit tests would be cumulative and would insure that the student had a firm control of previously learned material. Since credit would be granted only after a student had completed a given block of units, no student who ultimately completed the program could fail. For instance, a student who completed the program in five semesters would receive only fifteen credit hours but might earn grades of "C" or even "B"; in the traditional course the same student might have satisfied the requirements in four semesters but would have received an "F" along the way and might not have acquired as firm a control of the material presented in the course.

2.312 Contact Hours

Students would register for a block of ten contact periods per week, divided as follows: one period of grammatical analysis in groups of up to 60 students, two thirty minute "Display Sessions" in groups of two to four students, and a *minimum* of eight periods of individual work in the language laboratory. Since credit and grade received would be directly proportional to the amount of material *assimilated*, the student would be encouraged and motivated to spend additional time in the language laboratory beyond the minimum eight periods. Presumably, the greater the number of hours spent in the laboratory, the faster the progress. A student's weekly schedule is presented in the diagram below. Each square within solid lines refers to one period of contact.

Diagram 1

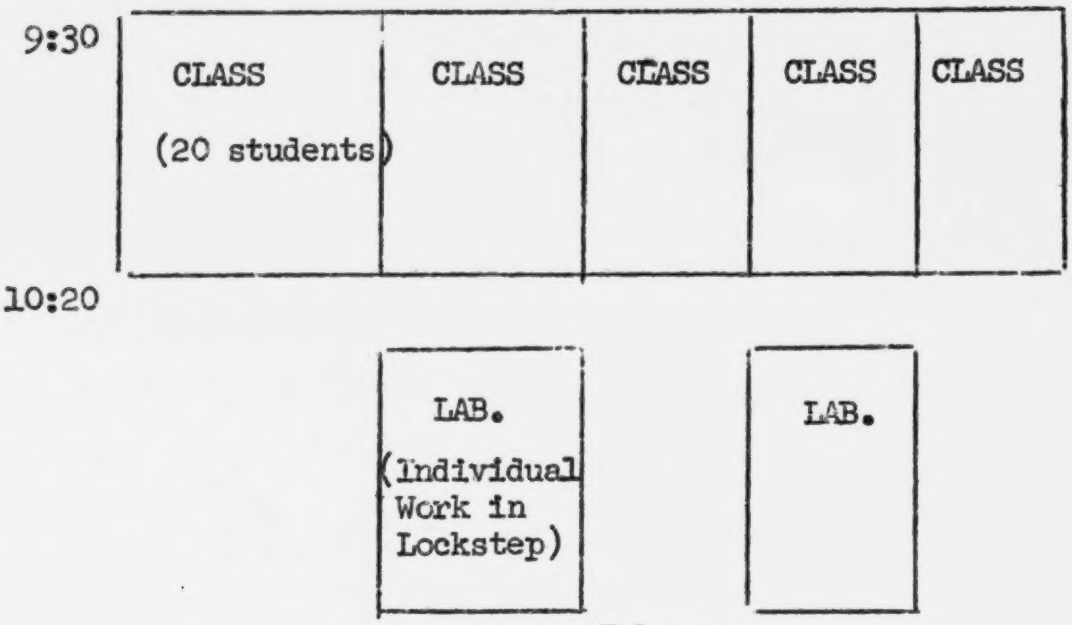
<table>
<tr><th></th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr>
<tr><td>9:30</td><td>LAB.</td><td>LAB.</td><td>LAB.</td><td>LECTURE (60 students)</td><td>LAB.</td></tr>
<tr><td>10:20</td><td colspan="5"></td></tr>
<tr><td>1:30</td><td>DISPLAY (3 students)</td><td rowspan="2">LAB.</td><td>DISPLAY</td><td rowspan="2">LAB.</td><td rowspan="2">LAB.</td></tr>
<tr><td>1:55</td><td>LAB.</td><td>LAB.</td></tr>
<tr><td>2:40</td><td colspan="5"></td></tr>
</table>

MCEF

Individual Student Weekly Schedule

For the sake of comparison, we provide a conventional program weekly individual student schedule.

Diagram 2



7 hours

TRADITIONAL FRENCH

Individual Student Weekly Schedule

2.32 Teaching Components

2.321 Auto-Tutorial Component

Students would report in groups of 30 to a 35 position language laboratory equipped with dual-track machines (Viking 85) and activated head-sets and hooked up to a master console in two-way intercommunication. Tapes containing the recorded program would be made available on a library system and students would select individually any part of the program. At their positions, armed with a workbook, they would listen to the program, vocalize as directed by the speakers on the tape, and receive immediate reinforcement in the form of echo or confirmation responses; they also could record automatically their own responses to compare them with the native model.

Progress through an individual unit would be paced by a series of self-tests. Depending on his score on each self-test, the student would either be directed to proceed to the following section or shunted to an alternate review sequence. As soon as the student feels he has assimilated the material contained in a unit he could be administered a Unit Test, scored by his Display Session instructor; subsequently the student would have the opportunity to discuss his errors with the instructor who would assign specific review work when necessary. Auto-tutorial activities would be monitored by specially trained laboratory assistants whose primary function would be to note and evaluate student's accuracy of response to program directions, relative activity, and efficiency of work habits. They also would attend to mechanical problems and record periodic random selections of student response.

2.322 Display Sessions

Primary instructor-student and student-student interaction would take place in small groups of two to four students, meeting for a total of 60 minutes weekly. Initially, students would be assigned to Display Sessions on the basis of performance in a prognostic language aptitude battery (chiefly the Carroll-Sapon *Modern Language Aptitude Test*) but there would be occasional reshuffling to ensure homogeneity of student groupings. The Display Session, as the label suggests, would give students an opportunity to use, in near-natural and congruent context, the linguistic structures assimilated in the auto-tutorial sessions. In the first run of MCEF students would meet in groups of three on the average twice weekly for 25 minute Display Sessions (see Diagram 1). Later, other possibilities would be tried out.

Display Sessions would be staffed by graduate teaching associates who, hopefully, would possess near-native fluency and accuracy but who would not be native speakers of French and who, optimally, would have a knowledge of the structure of spoken French, particularly as it applies to the teaching of that language to American speakers. Display Session instructors would be closely supervised and weekly staff meetings as well as visiting of classes would provide some in-service training; they also would attend a brief one week orientation session prior to the start of each academic year.

2.323 Lectures

The remaining period would be devoted to formal discussion of linguistic structure, culture, and civilization in a lecture session attended by a group of 30 to 60 students. Although grammar and culture would be presented inductively through dialogues, drills, and narrative material, we believe that the acquisition of objective attitudes toward language, training in the systematic observation of linguistic facts, and a formal introduction to French culture in the anthropological sense are legitimate by-products of a basic FL course.

2.4 The Design of the Experiment

2.41 Questions

The only part of the MCEF project amenable to controlled experimentation is the comparison of the overall proficiency of a group of students enrolled in the experimental MCEF course and that of a comparable group enrolled in the conventional program. This would give an index of the relative pedagogical efficiency of the two treatments, although it must again be pointed out that how difficult it is to evaluate overall proficiency since traditionalists give greater weight to reading comprehension and grammar-translation and New Key supporters to comprehension and speaking proficiency. It should also be borne in mind that the primary objectives of the MCEF project were to assay the feasibility of instituting at least a partially self-instructional course in a large university FL department and to find out in what ways it required modifications and adaptations of current administrative procedures. But if a partially self-instructional course were to be considered feasible, it should reasonably be expected to lead to student proficiency not significantly lower than that achieved in the conventional program.

One of the important questions the MCEF project sought to answer was whether there were any differences in the level of proficiency in FL skills between students enrolled in the two programs and to specify the nature of the difference: (1) auditory comprehension, (2) speaking proficiency, (3) reading comprehension, (4) writing.

A subsidiary question that was asked was whether there were any differences in the level of proficiency between experimental students assigned two different sets of required laboratory periods and to specify the difference.

Care would have to be taken to ensure that (1) students enrolled in the two different programs and in the two different sections of the experimental program were comparable, (2) the teaching staffs of the two programs were comparable with regard to professional experience and linguistic proficiency, (3) the instructor contact measured in terms of a student/instructor ratio were identical, (4) contaminating factors were eliminated.

2.42 Selection of Students

A group of 60 students, selected at random from the incoming Freshman class constituted the experimental group (E_1). Another group of 60 students also selected at random and to be taught by the conventional method constituted the control group (C_1). Because of the complexity of the registration procedure at Indiana University and the number of scheduling conflicts, it was not possible to use random numbers or any such system in the assignment of students to the experimental or the control groups. Students presenting themselves to the registration desk had their choice of any of the twenty or so conventional and the two experimental sections then open. When five students had enrolled in any section, it was closed until all other sections contained five students. All sections were then opened to a limit of ten or so and so on. This procedure increased the length of time required to fill up a section, thus insuring that student preference played only a limited role in their assignment and that all sections had roughly even alphabetical distributions. The randomness of the selection process was endangered by the fact that the Department of French and Italian insisted that the differences between the conventional program and MCEF be clearly pointed out to prospective MCEF enrollees. After registration three conventional program F101 sections--numbered sections 5, 10, and 15--were selected to constitute the control (C_1) group.

Students in one half of the experimental group (E_{11}) were requested to schedule thirteen periods of laboratory practice in addition to the Display Sessions and the one period of Grammatical Analysis on the rationale that a student at Indiana University is expected to spend a minimum of three hours in class contact and/or outside preparation for each semester credit hour awarded, the instructor or the department reserving for itself the right to specify in what manner the student's work for the course was to be organized. Students in the other experimental section (E_{12}) were required to schedule only eight periods of laboratory practice but were encouraged to arrange for additional laboratory practice hours on their own and their attendance of these additional practice hours was not to be checked or supervised.

It was expected that, due to various factors, of the 60 students in E_{11}, E_{12}, and C_1, only 48 would remain at the beginning of the third semester (this does not include the "promotion" of the faster students in E_{11} and E_{12} who might have completed the entire program in fewer than three semesters). New experimental and control groups (E_{21}, E_{22}, and C_2) would be selected again at random.

In the third year, the remaining students in E_{21} and E_{22} would be used to test the last third of the teaching program a second time; new experimental and control groups of 60 each, E_{31}, E_{32}, and C_3 respectively, would be selected.

The table below summarizes the distribution of the student population involved in the project in both E and C groups; we retain the convention of using the first digit to refer to the year and the second digit to sub-group, E 01 = 13 hours of scheduled laboratory attendance; 02 = 8 hours of scheduled laboratory attendance.

Experimental Groups

	First Semester								Second Semester			
1st Year	E_{11}	30	E_{12}	30					E_{11}	28	E_{12}	28
2nd Year	E_{11}	24	E_{12}	24	E_{21}	30	E_{22}	30	E_{21}	28	E_{22}	28
3rd Year	E_{21}	24	E_{22}	24	E_{31}	30	E_{32}	30	E_{31}	28	E_{32}	28

Control Groups

1st Year	C_1	60			C_1	56
2nd Year	C_1	48	C_2	60	C_2	56
3rd Year	C_2	48	C_3	60	C_3	56

2.43 Comparability of E and C Groups

During the first week of classes the Carroll-Sapon *Modern Language Aptitude Test* (*MLAT*) was administered to E and C students. Students' high school grades were also available. Both the *MLAT* scores and high school grades were intended to check on the randomness of student selection and would allow the establishment of any corrective factor which might be needed.

2.44 Instructional Staff

Display Session instructors would be selected from graduate assistants previously appointed by the Department of French and Italian. No effort was made to select assistants with previous teaching experience or professional training, but the Department was requested to nominate candidates with accurate pronunciation and a high level of proficiency. It was also stipulated that prospective MCEF Display Session instructors be favorably--or at least not negatively--disposed toward the course.

Notes

[1] A first semester course initiated by the primary investigator and Professor Simon Belasco at the Pennsylvania State University in 1959-60 where classes were reduced to twenty students and where compulsory language laboratory work was required. This was followed in 1960-61 by a modificatio of the conventional French F101-F102 sequence at Indiana University: a pilot experimental section of 30 students met in grammatical analysis sections two periods per week and in drill sections of 15 students three periods per week. Students also were encouraged, but not required to attend the language laboratory several hours in addition to the two required periods.

[2] Simon Belasco et al, "The Continuum: Listening and Speaking," In W. F. Bottiglia (Ed.), Current Issues in Language Teaching. A Report of the working committees of the 1963 Northeast Conference on the Teaching of Foreign Languages.

3. The Materials

3.1 Desiderata for Materials Suitable for Self-Instruction

The successful use of the language laboratory as a teaching machine depends on the availability of pedagogical materials suitable for self-instruction. In this context, of course, the term pedagogical materials refers not only to textbooks or other visual presentation devices but to recorded programs as well. Materials suitable for self-instruction must conform to the following criteria: (1) the terminal behavior attained by the correct use of portions of the materials must be rigorously specified; (2) the student must be trained and must be able to evaluate his own responses; (3) the student must receive immediate reinforcement in the form of an indication of the accuracy or inaccuracy of his response; (4) the materials must exhibit a gradual progression of small steps. Pedagogical materials that meet these criteria are currently labeled programmed materials.

3.2 First Version: MCEF 1

Unfortunately, when we launched MCEF no programmed French course was available and we were forced to devise our own. The materials we first employed constituted an adaptation of a New Key type textbook being developed by the primary investigator and Professor Simon Belasco of the Pennsylvania State University. This material presented the fundamental phonological and grammatical features of spoken French, broken down in a graduated series of steps and accompanied by congruent dialogue and narrative material. The later units contained a programmed spelling section which provided spelling rules whose input was phonological and grammatical information; original reading selections, graded with regard to grammatical and lexical content, provided practice in visual comprehension while at the same time giving information on France and key aspects of French culture from the anthropological point of view. These reading selections were accompanied by extensive writing exercises.

The first set of materials, hereafter referred to as MCEF 1 (Multiple-Credit Elementary French Pre-programmed materials, first version), consisted of eight Pronunciation Introduction units and forty-five units stressing grammar and vocabulary acquisition. The eight pronunciation units aimed at the acquisition of the fundamental features of French pronunciation, at the phonemic as well as at the phonetic level, within complete sentences; in other words, the student was also expected to acquire French prosodic features. The Pronunciation Introduction units consisted of two graded dialogue sequences each followed by pronunciation drills. The dialogues were very short, varying from four to eight sentences, and were graded with regard to phonological structure. This gradation was only partial, however, and applied only to the vowels which constitute the primary pronunciation problems for speakers of American English; no implicit effort was made to order the presentation of consonants, although the first two or three units contain very few instances of the consonant /r/, for instance. The vowels were introduced as follows:

Unit 1 - /u i a/; contrast versus steady-state French [u i] and glided English [i^{y}] and [u^{w}]; precise timbre of French [a] and non-reduction of French [a] in positions corresponding to English unstressed syllables;

Unit 2 - contrast French /é/ and /è/; steady-state French [é] versus glided English [e^{y}];

Unit 3 - contrast French /ó/ and /ò/; contrast French steady-state [ó] and glided English [o^{w}];

Unit 4 - contrast French /è/ and /a/;

Unit 5 - contrast French /ò/ and /a/;

Unit 6 - introduction of front rounded series /ü óe òe/;

Unit 7 - introduction of nasalized vowels /ã ẽ õ/;

Unit 8 - contrast of nasalized vowels and sequences nonnasal vowel + nasal consonant.

We should like to observe in passing that the Pronunciation Introduction did not provide the complete inventory of French vowels: the vowels /â/ and /œ̃/ were specifically left out since their differentiating function is very low. Pronunciation features were first practiced in complete sentences and then in drills, many of which involved minimal pair contrasts, either French/English pairs or French/French pairs.

Dialogues were presented in a nine-step sequence. First the student listened to the dialogue spoken at natural speed by native speakers; this step in a sense presented the student with the terminal behavior he was expected to attain at the end of the sequence. The student then began to practice the dialogue, starting with constituent elements and progressively building up the complete sentence; this phase was labeled Build-up Phase a).

In Build-up Phase b) sentence partials and complete sentences were matched with their English equivalents. The technique generally followed was reverse build-up whereby the rightmost element was presented first; but when this process interfered with syntactic groupings, leftmost elements were introduced first. We illustrate with the second dialogue of Unit 3.

manteau	coat
votre manteau	your coat
beaucoup	very much
j'aime	I like
j'aime beaucoup	I like very much
J'aime beaucoup votre manteau.	I like your coat very much.

acheté	bought
avez-vous	have you
l'avez-vous	have you (it)
l'avez-vous acheté	have you bought it
quand	when
Quand l'avez-vous acheté?	When did you buy it?
soldes	sales
des soldes	the sales
au moment	at the time
Au moment des soldes.	At sale time.
dernier	last
le mois	the month
Le mois dernier?	Last month?
dernier	last
au printemps	in the spring
au printemps dernier	last spring
Non, au printemps dernier.	No, last spring.

In the third step the student practiced complete sentences matched by their English near-equivalents. At this stage it was assumed that the student had learned the dialogue and knew the meanings of sentence partials sufficiently well to recall complete sentences when presented without English glosses.

In Step Four the student was required to alternately play both roles of the dialogue and, so to speak, engage in conversation with the voice on the tape. Part of this step consisted also of a comprehension test wherein students were asked to provide the English glosses of a list of French words and phrases. In Step Five the lexical items contained in the dialogue were permuted in simple substitution drills. We present an example from Unit 3:

L'avez-vous acheté au printemps?
________________ en hiver?
________________ en été?
________________ ici?
________________ le mois dernier?
________________ au printemps?

It will be observed that the grading of the presentation of phonology is not perfect since in addition to the alternation of /ó/ : /ò/ and /é/ : /è/ in their typical contexts, and the review of vowels introduced in earlier units, the student is asked to use in complete sentences phonological features not yet drilled intensively: nasal vowels, /r/, and /j/ + vowel sequences.

Step Six started with a comprehension test where the student was required to provide the English equivalents of sentences illustrating constructions occurring in the dialogue but exhibiting vocabulary items from preceding units or the recombination drills, e.g.,

L'avez-vous acheté au printemps? → L'avez-vous acheté en automne?

J'aime beaucoup votre manteau. → J'aime beaucoup votre camarade.

In the second part of this test, the student was required to translate short phrases from English to French, e. g.,

your coat → votre manteau

I like → j'aime

Starting with Unit Three, each unit also contained a Comprehension Drill designed to train the student in understanding material containing grammatical constructions and lexical items new to him but whose meanings might be guessed from associations with previously learned French grammatical constructions and lexical items or obvious English cognates. We illustrate with the Comprehension Drill of Unit Three:

"Listen to this following conversation and be prepared to answer questions about its content. You will hear only two new words: loué meaning "rented"; again, loué, loué; situé meaning "situated"; again, situé, situé.

Now the conversation:

You have rented a cabin and a friend of yours inquires about it. --

A. Vous avez loué un chalet?
B. Oui, j'ai loué un chalet.
A. Quand, le mois dernier?
B. Non, le printemps dernier.

A. Où est-il situé?
B. Loin d'ici.
A. Vous allez au chalet cet automne?
B. Non, cet hiver.

We shall now ask you six questions.

	Answers
1. Vous avez loué un chalet?	(Oui, j'ai loué un chalet.)
2. Quand, le mois dernier?	(Non, le printemps dernier.)
3. Où est-il situé?	(Loin d'ici.)
4. Vous allez au chalet cet hiver?	(Oui, cet hiver.)
5. Vous allez au chalet cet automne?	(Non, cet hiver.)
6. Le chalet est près d'ici?	(Non, loin d'ici.)

If you cannot answer these questions with complete assurance and without hesitation, do the Alternate Program; otherwise proceed to Unit Four.

Alternate Program

Go back over the conversation again, then attempt to answer the following questions.

1. Vous avez loué un chalet?	Oui, j'ai loué un chalet.
2. Quand, l'été dernier?	Non, le printemps dernier.
3. Avez-vous acheté un chalet?	Non, j'ai loué un chalet.
4. Est-il loin d'ici?	Oui, il est loin d'ici.
5. Où est-il situé?	Loin d'ici.
6. Vous allez au chalet cet été?	Non, cet hiver. "

The forty-five units of the materials proper followed the New Key quite closely and shared the latter's formal separation of components (dialogues, pronunciation drills, lexical manipulation drills, grammar drills and explanations, comprehension drills. They differed from such materials as *FSI Basic French*, *Modern French*, or *A-L M, French* by a more careful ordering of grammatical features and by a more detailed analysis of single grammatical points into small steps. For instance, the presentation of numerals was spread through five units. First "1" to "10", which show complex form variation (e.g., "6" is manifested as /si/, /sis/, or /siz/ depending on the phonological environment), were presented. The following unit presented the forms for "11" to "19", then "20" to "69", "70" to "99", and finally numerals "100" and above. This progression was motivated, for instance, by the fact that French numerals show four different patterns in the formation of the "-ties": (1) "20", "30", "40", "50", "60" are derived by adding the suffix /ãt/ to bases related morphophonemically to "3", "4", "5", and "6"; (2) "20" is /vẽt/ ~ /vẽ/, a form obviously unrelated to /dóe/ ~ /dóez/; (3) "80" is four-score, viz. quatre-vingts; (4) "70" is "60" and "10" and "90" is "80" and "10".

Each unit consisted of a 10-15 sentence dialogue, review pronunciation drills, two grammar sections, and a comprehension drill. In Units 16 through 25 the pronunciation drills were replaced by a spelling program; starting with Unit 26 a reading selection consisting of descriptions of France and aspects of French culture and accompanied by writing exercises was introduced. In the section below these units will be discussed and illustrated in detail.

In the Dialogue Exploitation Sequence the students first listened to a short dialogue which contained instances of the grammar features to be drilled in the Grammar Sequence; the following dialogue introduces verbs forming past phrases with être as auxiliary (the more general formation with avoir as auxiliary had been presented previously).

Unit 18 - Dialogue

STEP ONE - Dialogue for Listening

J. Tu es sortie dimanche?

M. Oui, et je me suis bien amusée.

J. Ah oui! Qu'est-ce que tu as fait?

M. Paul est venu me chercher vers 3 heures. Devine où on est allé?

J. Je ne sais pas, raconte.

M. On a fait un tour à Saint-Germain.

J. Je parie que vous êtes descendus dans une cave.

M. Oui, histoire de voir si c'était bien.

J. Et ça t'a plu?

M. Tellement que nous y sommes restés.

J. Vous êtes rentrés tard?

M. Plutôt oui! On est parti à minuit.

Note the contrasts: tu es sortie, je me suis bien amusée, on est allé, Paul est venu, vous êtes descendus, nous y sommes restés, vous êtes rentrés, on est parti versus tu as fait, on a fait, ça a plu, on the one hand, and singular versus plural and masculine versus feminine forms of the past participle on the other.

Next the student was guided in the reverse build-up[1] of the dialogue from syntactic partials. First, the English contextual equivalents were provided, but were then removed in the subsequent step.

STEP TWO - Build-Up Phase a)

dimanche	Sunday
sortie	gone out
es sortie	went out
tu es sortie	you went out
Tu es sortie dimanche?	Did you go out Sunday?

amusée	amused
suis amusée	was amused
je suis amusée	I am amused
je me suis amusée	I had fun
je me suis bien amusée	I had a lot of fun
Oui, et je me suis bien amusée.	Yes, and I had a lot of fun.

fait	done
as fait	have done
tu as fait	you did
qu'est-ce que	what
Qu'est-ce que tu as fait?	What did you do?
Ah oui! Qu'est-ce que tu as fait?	Ah, yes! What did you do?

Note that the utterance *je me suis bien amusée* is built-up from *je suis amusée* and successive expansions by addition of *me* and *bien* rather than from *je me suis* and *bien amusée* since the former procedure is considered to facilitate analogizing and independent use of the structural and lexical elements presented.

When the students were able to provide English and then French equivalents immediately upon cue, they proceeded to manipulate the syntactic frames and the vocabulary items including those of the dialogue as well as additional items which belonged to the same lexical field. The following *Multiple Substitution Drill* starts from the last sentence of the dialogue and presents alternately substitutions which are to be inserted in the Subject + Predicate and Adverbial Complement slots respectively.

STEP FIVE - *Lexical Variation Drills*

Multiple Substitution Drill 3

On est parti à minuit.	We left at midnight.
On est rentré ________.	We came back at midnight.
____________ tard.	We came back late.
Ils ont téléphoné ______.	They telephoned late.
________________ avant-hier.	They telephoned the day before yesterday.
On est parti __________.	We left the day before yesterday.
____________ à minuit.	We left at midnight.

The final step in the Dialogue Exploitation Sequence consisted of a set of questions on the dialogue.

STEP SEVEN - *Questions on the Dialogue*

	Suggested Answer
Où est-ce qu'ils ont fait un tour?	Ils ont fait un tour à Saint-Germain.
Est-ce qu'ils sont descendus dans une cave?	Oui, ils sont descendus dans une cave.
Est-ce que c'était bien?	Oui, c'était bien.

Paul et Madeleine ont aimé la cave?	Oui, ils ont aimé la cave.
Ils sont restés longtemps?	Oui, ils sont restés longtemps.
A quelle heure est-ce qu'ils sont partis?	Ils sont partis à minuit.
Ils sont rentrés tôt ou tard?	Ils sont rentrés tard.
Est-ce qu'il sont rentrés vers onze heures ou vers minuit?	Ils sont rentrés vers minuit.

Grammar was presented inductively in a three-step sequence: the student first performed mim-mem type Learning Drills, the grammatical feature which he had learned was then discussed in a Grammar Statement Section and, finally, his control of the feature was rendered automatic and tested by Practice Drills. This procedure is illustrated below with the past indefinite (passé composé) verbs selecting être as auxiliary in Subject + Predicate + Adverbial Complement sentences found in Unit 18.

Learning Drill 1

Il est parti ce matin.	He left this morning.
Il est rentré ________.	He came back this morning.
Il est mort ________.	He died this morning.
Il est né ________.	He was born this morning.
Il est venu ________.	He came this morning.
Il est sorti ________.	He went out this morning.
Il est retourné ________.	He returned this morning.
Il est parti ________.	He left this morning.

Learning Drill 2

Ils sont entrés par la fenêtre.	They came in through the window.
On est entré ______________.	We came in through the window.
Elle est entrée ______________.	She came in through the window.
Il est entré ______________.	He came in through the window.
Elles sont entrées ___________.	They came in through the window.
Ils sont entrés ___________.	They came in through the window.

The Grammar Statement merely listed the verbs constituting the class and discussed the feature of agreement (primarily orthographic) past participle-subject. The Practice Drills consisted primarily of correlation and transformation drills.

Practice Drill R - Correlation

Contrast être/avoir

	Confirmation
Nous avons téléphoné.	
__________ sortis.	Nous sommes sortis.
__________ dansé.	Nous avons dansé.
__________ rentrés.	Nous sommes rentrés.
__________ partis.	Nous sommes partis.
__________ menti.	Nous avons menti.
__________ arrivés.	Nous sommes arrivés.
__________ travaillé.	Nous avons travaillé.

Practice Drill S - Correlation

Est-ce que vous êtes sorti à neuf heures?
____________________ déjeuné ____________?
Est-ce que tu ________________________?
____________________ partis ____________?
Est-ce que nous ________________________?
____________________ atterri ____________?
Est-ce que vous ________________________?
____________________ arrivé ____________?

Practice Drill U

Transformez au passé composé.

Example: Model: Elle ne descend pas.
Student: Elle n'est pas descendue.
Model: Elle n'est pas descendue.

Il ne pleut pas.	Il n'a pas plu.
Il ne vend pas son chalet.	Il n'a pas vendu son chalet.
Elle ne va pas au chalet.	Elle n'est pas allée au chalet.
Il ne ment pas.	Il n'a pas menti.
Il ne sort pas.	Il n'est pas sorti.
Elle n'attend pas le facteur.	Elle n'a pas attendu le facteur.
Il ne répond pas à la lettre.	Il n'a pas répondu à la lettre.

All Learning and Practice Drills were four-phase. The student was given a base utterance which he mimicked, then a cue which he substituted in the base sentence or which called for some grammatical manipulation. The student performed the substitution or the grammatical manipulation and received a confirmation in the form of the correct response provided by the model; the student may also mimic the correct response immediately after the model. For example, *Practice Drill S* above is performed as follows.

(3)	*Model*:	Est-ce que vous êtes sorti à neuf heures?
(4)	*Student*:	Est-ce que vous êtes sorti à neuf heures?
(1)	*Model Cue*:	/dežœné/
(2)	*Student*:	Est-ce que vous avez déjeuné à neuf heures?
(3)	*Model Confirmation*:	Est-ce que vous avez déjeuné à neuf heures?
(4)	*Student*:	Est-ce que vous avez déjeuné à neuf heures?
(1)	*Model Cue*: etc.	/paγti/

As was noted earlier the MCEF 1 materials represent an improvement of current New Key material primarily by their more gradual presentation of grammatical features. Grammatical features, say, the partitive article, the passé composé, were not introduced *in toto*, but rather an effort was made to analyze the feature in terms of a set of rules progressing from the more general to the more particular. No attempt was made to present any feature exhaustively, thereby eliminating many of the so-called "exceptions to the exceptions of the rule" from the syllabus and avoiding problems of stylistic variations which, in our opinion, should not be introduced at the elementary level. We illustrate with the presentation of the negative construction. In French sentences are made negative by the addition of the two-part adverb /nE. . .paZ/ to the verb core; /nE/ occurs before and /paZ/ immediately following the first filler of the predicate slot.[2]

The first learning task is the use of the appropriate allomorph of the **first** negative element: /n/ or /nœ/. Since orthographical and phonologically manifest forms do not coincide, and since the former acts as a source of positive and negative transfer, the grammatical presentation must consider both the written and phonologically manifest forms.

The negative transform is presented in three steps. In Step One the student is taught to insert the two-part adverb /n/ . . . /pa/ before verbs beginning with consonants and after subjects ending with a vowel. Here /n/ is spelled ne:

Tu sais. → Tu ne sais pas.
Vous comprenez. → Vous ne comprenez pas.

In Step Two, /n/ . . . /pa/, here spelled n', is used before verbs beginning with a vowel:

J'ai faim. → Je n'ai pas faim.
Il est fatigué. → Il n'est pas fatigué.

In Step Three, the student practices the /noe/ form which occurs before verbs beginning with consonants and after words ending with consonants:

Il comprend. → Il ne comprend pas.
but: On comprend. → On ne̸ comprend pas.

3.3 Second Version: MCEF 2

While MCEF 1 materials proved compatible with partial self-instruction, their pedagogical efficiency left much to be desired and it was decided to prepare a modified version, MCEF 2, to be used with the E_2 group in the fall of 1962.

We felt that the MCEF 1 units did not present phonological features gradually enough and that the too rapid introduction of grammar patterns and vocabulary interfered with the full assimilation of pronunciation habits. Also, as is often the case when materials are prepared with a short lead-time, unexpected delays and difficulties reduced the margin of safety and some units suffered from too hasty composition. In addition, the elimination of the lecture sessions required that grammatical explanations be presented through the self-instructional materials rather than by an instructor.

The MCEF 2 materials consisted of two parts: a Pronunciation Introduction containing thirty units and a second-level set of sixteen units. A Pronunciation Introduction unit typically contained five sections. In the first part labeled Listening, the student was trained to discriminate between French phonemes or between a French phoneme and an English near-equivalent. For example, consider the Listening section of Unit 8:

Step 1. Listen to the following examples of the phoneme /œ́/.

deux
noeud, etc.

Step 2. Now listen to these same examples, each preceded by a French word containing the phoneme /é/. Listen for the difference between the two sounds.

dé → deux
né → noeud

Step 3. Now compare a French word with the phoneme /é/, followed by one with the phoneme /œ́/, and finally one containing the phoneme /u/.

dé → deux → doux
né → noeud → nous

Step Four of this section consisted of an Identification Test. If the student failed to score 90% he was instructed to work through the Listening section again, otherwise he proceeded to the Production section. The latter contained four-phase imitation drills and the practice material consisted of one syllable utterances only. The third section contained longer utterances and transformation drills in which the student was expected to manipulate the newly presented sound feature in phrase-length utterances. This modification of the presentation of pronunciation resulted from our conception of the acquisition of pronunciation habits in an FL as a four-level process: (1) the acquisition of the perceptive "grid" of the native speaker of the FL, e.g., for French, the ability to hear the acoustic differences between /i/ and /ü/

and /ü/ and /u/; (2) the ability to match the new acoustic image by making new articulatory adjustments; (3) the integration of the newly acquired sound feature in sentence length utterances; (4) habit formation so that the accurate production of the new sound feature becomes automatic in context.

In the fourth section, some grammatical function was attached to the newly acquired sound feature. Thus, in Unit 8 the student learned that /óe/ before a noun and after /l/ cues masculine and singular as opposed to /a/ which cues feminine and singular and /e/ ([ɛ] or [e]) which signifies plural.

The phonological features of French were presented in the following order.[3]

Unit	Phonological Feature	Grammatical Function
1	/a/; even rhythm	feminine noun markers
2	/i/; intonation	singular versus plural of -*iss*- verbs
3	/u/	
4	nonaspiration of /p t k/	*nous*/*vous*
5	/é/	
6		feminine singular versus feminine plural
7		verb forms in /é/ versus base forms, e.g., *il passe*/*vous passez*; *il passe*/*il a passé*
8	/óe/; neutralized /oe/	
9		masculine noun markers
10	final [l]	*il*/*ils* verb forms
11	/ó/	
12		locative *au* versus *à la*; *nos*, *vos*
13	/ü/	
14		*la*/*une*; *du*/*au*

Unit	Phonological Feature	Grammatical Function
15	/é/ versus /è/	*il(s)*/*elle(s)*
16	/œ̀/	
17	/ó/	
18	/wa/, /üi/	
19	/ž, š/	
20		present, passé composé of Class II regular verbs
21	/õ/	
22		*on*; verb forms in *-ont*
23		possessive adjectives
24		present/past Class I (-er) regular verbs
25	/ã/	locative *en*
26		/l/ versus /lE/
27	/ẽ/	*un*/*une*
28	final /r/	infinitive
29	medial /r/	future
30	/j/; /sj/; /s/ versus /z/	imperfect

In the first four sections pronunciation was practiced without reference to meaning, although an effort was made in grammatical drills to use, whenever possible, lexical items presented in earlier units and whose meanings were known to the student. Our experience in devising suitable materials for MCEF progressively reinforced our intuition that only if the material were meaningful to him, would the student be motivated to use the auto-didactic sessions to best advantage and to progress as rapidly as possible through the course. Whenever pronunciation or grammatical features were drilled independently of semantic content boredom set in and retention was weak. It is not surprising, therefore, that the later MCEF 2 materials are less formal than the earlier one and contain fewer instances of a separation between the two aspects of the linguistic sign, the phonologically manifest *significant* and the semantic content, the *signifié*.

The fifth section of each MCEF was a dialogue sequence very similar to that of MCEF 1. The differences lay mostly in the ordering of the various steps of the dialogue sequence.

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In MCEF 2 greater emphasis was placed on comprehension by placing the narrations within the dialogue sequence. Starting with Unit 16, the build-ups were reversed and English glosses were presented before the student was asked to practice the pronunciation of the sentences of the dialogue. It was found that the student's desire to know the meaning of any French utterance he was asked to repeat counteracted the transfer of English pronunciation habits with the meaning of cognate words. Since the conventional orthography codes both sound and grammatical features it is more efficient to fasten the association of written and spoken forms as soon as the latter have been presented. The time lag between audio and visual presentation was as brief as possible and was effectuated without the intermediary of a transcription, with the exception of the initial introduction of phonemes whose orthographic representation is not consistent. The term "program" is used here in a nontechnical sense for the Spelling Program did not exhibit all the characteristics of programmed materials. Let us illustrate with representative sequential examples from the Spelling Program of Unit 10, which purports to teach several spelling rules.

Step 1.

A final pronounced letter is generally spelled with the corresponding letter plus the letter e.

Now write the following words with a final consonant.

Recorded Voice	Confirmation
/pip/	pipe
/malad/, etc.	malade

Step 2.

The consonant /s/ at the end of a word is generally spelled -sse.

/mas/, etc.	masse

Step 3.

The vowel /é/ is often written é. Note the accent mark.

/bébé/	bébé
/pasé/, etc.	passé

Step 4.

Final /é/ on the past participle is spelled -é.

/ilapasé/, etc.	il a passé

Step 5.

Final /é/ of second person present verb forms, including formal commands, is written -ez.

/tisé/, etc.	tissez

Step 6.

/vu/ or /vuz/ meaning "you" which precedes second person verb forms is spelled vous and is written as a separate word.

/vuzavé/	vous avez
/vulavé/, etc.	vous lavez

An important difference between MCEF 1 and MCEF 2 materials is that the latter is carefully graded and presented in minimal steps at all levels: phonology, grammar, vocabulary, spelling. In the following short dialogue which appears in Revised Unit 11, only the vowels /i u a é ó/ appear repeatedly with single instances of /è ò oé/, but occurrences of nasalized vowels of /ü/, and of the consonant /r/ have been eliminated.

--Où allez-vous cet été?	/ualévu sètété/
--Chez nous, au Canada.	/šénu ókanada/
--Il fait beau l'été là-bas?	/ilfébóléte laba/
--Oh, oui! Vous connaissez le Canada?	/ówi vukònésé lkanada/
--Assez peu.	/asépoé/

Grammar was presented in terms of generative processes rather than in terms of paradigms. For example, the student was first led to use present forms without inflectional endings (/ždòn/, /tüdòn/, /ildòn/), then to transform these to the past (/ždòn/ → /žédòné/) before being given the complete present tense set (/nudònõ/, /vudòné/). Productive grammatical features were introduced before residual ones. Forms of frequent residual verbs (être, avoir, aller, faire, pouvoir, vouloir) were introduced after the present and passé composé of the productive -er and -iss- (e.g., finir) classes had been assimilated; frequent residual forms, however, were presented before the vous and nous forms of productive classes since students were able to engage in natural conversation by using the tu and on forms.

Drill material was also made more natural and progressive: correlation and transformation drills were replaced by response drills which allowed the student to assimilate grammatical features by responding to a series of related questions posed by the voice on the tape and usually referring back to situations and using vocabulary presented in dialogues recently learned. Compare the following drills, also dealing with passé composé phrases constructed with être as auxiliary, with the sequence presented above in 3.1 (for the sake of brevity only one of the eight items of each step is given):

STEP ONE -

Answer the questions in the past tense.

Model: Est-ce qu'il est parti ce matin?
Student: Oui, il est parti ce matin.
Conf.: Oui, il est parti ce matin.

STEP TWO -

Answer the questions in the past tense.

Model: Il est allé au cinéma. Et vous, est-ce que vous êtes allé au cinéma?
Student: Oui, moi aussi, je suis allé au cinéma.
Conf.: Oui, moi aussi, je suis allé au cinéma.

The two previous sets of drills are presentation sets and were immediately followed by grammar rules and statements; thus the dichotomy mim-mem learning drill and practice drill was eliminated. The drill sets that followed the grammatical statement became progressively more difficult and reviewed previously drilled features.

STEP FOUR -

Answer in the negative.

Model:	Est-ce qu'ils sont arrivés?
Student:	Non, ils ne sont pas arrivés.
Conf.:	Non, ils ne sont pas arrivés.

STEP FIVE -

Answer the questions.

Model:	A quelle heure est-ce que vous êtes allés au bureau?
Student:	Nous sommes allés au bureau à deux heures.
Conf.:	Nous sommes allés au bureau à deux heures.

STEP SEVEN -

Model:	Ma soeur arrive ce soir. Et ta soeur?
Student:	Ma soeur est arrivée ce matin.
Conf.:	Ma soeur est arrivée ce matin.

STEP TEN -

Respond to the command.

Model:	Dites que vous êtes descendu au laboratoire.
Student:	Je suis descendu au laboratoire.
Conf.:	Je suis descendu au laboratoire.

Except for the changes in the structure of the grammatical sections, the second-level 16 units of MCEF 2 materials did not differ substantially from MCEF 1 materials. In fact, the same narrative and reading selections were utilized with only minor modifications.

MCEF 2, especially its 30 first-level units, represented a tour de force--not as brilliant and uncompromising admittedly as F. Rand Morton's A.L.L.P. series. Morton and his associates refuse to introduce any meaning until the

the learner has demonstrated a high degree of control over phonological features (both discrimination and production) and can respond automatically to grammatical features abstracted from meaningful concatenations. This attempt to dissociate the expression level of language from its content runs counter to an experienced teacher's intuition and, furthermore, the Skinnerian view of verbal behavior on which this attempt rests is challenged by current theories of language and of verbal learning, notably those of Chomsky and Miller respectively. At any rate, MCEF 2 did not yield results dramatically different from those obtained with the use of MCEF 1 materials due to the fact that students experienced boredom with the early first-level units and that the rigorous procedures and sequencing interfered with the seemingly multilevel nature of FL language learning. It was decided to devise yet a third set of materials to be used with the E_3 group starting in September 1963 which would replace the 30 first-level units of MCEF 2 materials. No USOE contract funds were available for this purpose, but fortunately, an educational film producer, Sutherland Educational Films, evinced interest in a programmed French course to which motion picture films could be incorporated and provided necessary development funds. These materials will henceforth be labeled SEF (Sutherland Educational Films) materials.

3.4 SEF Programmed Materials

SEF is a formally programmed course consisting of 8414 frames displayed by a programmed workbook and accompanied by thirty-three hours of recorded tape. It is divided into twenty-two units varying from 41 to 812 frames and from 5 to 187 minutes of playing time. Strictly speaking, SEF is a linear program, but since students may be shunted to preceding steps in the program on the basis of their performances on criterion frames, and since some of the frames have a loop structure, it may be considered cyclical too.

A typical SEF unit consists of:

1. A dialogue spoken by native speakers at normal conversational tempo;
2. A varying number of programmed sets introducing new phonological features, spelling rules, grammar patterns, vocabulary items. The step-by-step progression exhibited by these sets also provides for the reintroduction of material presented in preceding units;
3. A second presentation of the dialogue following the programmed sets. Since the programmed sets force the student to manipulate the structures contained in the dialogue, the former is, in effect, learned by the time this stage is reached and the student's task is to recombine learned elements into a complete dialogue;
4. Questions on the dialogue which employ structures unfamiliar to the student but to which he can reply by incorporating these new structures within his acquired repertory;
5. A comprehension drill consisting of a short narrative presented only by the recorded program and followed by questions in English to be answered in English; in later units additional questions in French to be answered by choosing one of several alternate written French responses are introduced;
6. A final test consisting of a series of questions covering all the material presented; these are to be answered both orally and in writing and provisions are made to shunt the student to the specific sequence corresponding to any question which is not handled accurately or fluently.

SEF is divided into frames, sequences, sets, and units. A frame provides a minimum of information and is composed of a stimulus or a set of stimuli to which the student makes one or more responses, and a confirmation. A sequence contains about thirty frames and presents related bits of information, shapes a desired set of new responses, and finally checks on the acquisition of the new responses through the use of a *criterion frame*. Whenever the student fails to give a correct or acceptable response to the criterion frame, he is shunted back to the beginning of the sequence. We illustrate with a reverse build-up sequence designed to train the student to respond orally and in writing to the question *Jacques habite à Nice*?, itself an instance of the construction S(ubject + P(redicate) + A(dverb of place) where A is filled by names of cities. Note that the student must evaluate the correctness of the written and oral replies as well as the quality of his response. The numbers refer to units and frames within each unit; the portion of the frame appearing in italics is provided by the recorded program and is not seen by the student.

1.44 Chorus only the answer to the question. Did you chorus only the answer? *Jacques habite à Nice*? *Oui, Jacques habite à Nice*.	Yes No

[✓ Yes]	1.45 Provide the missing part of the answer. Write the vowel sound of the part of the answer you say. *Jacques habite à Nice*? *Oui, Jacques habite à*	/ /

Conf.: *Nice*.

/i/	1.46 Provide the missing part. Write the vowel sounds contained only in the part of the answer that you say. *Jacques habite à Nice*? *Oui, Jacques*	/ /, / / / /; / /

Conf.: *habite à Nice*.

/a/, /i/, /a/, /i/	1.47 Provide the missing part. Write the vowel sounds contained in the part of the answer that you say. Jacques habite à Nice? Oui,	/ /, / /, / / / /, / /

Conf.: Jacques habite à Nice.

/a/, /a/, /i/ /a/, /i/	1.48 Answer the question: Jacques habite à Nice?	

Conf.: Oui, Jacques habite à Nice.

Criterion Frame

Stop your tape. Listen again to this last frame. Compare your answer which has been recorded and your teacher's answer which is always on your tape.

Your answer was poor if it was: too slow in its delivery, not loud enough, or did not have proper rhythm.

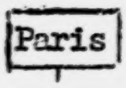
Check one box below after each attempt.

	1st attempt	2nd attempt	3rd attempt
GOOD	☐ Proceed to Unit 2.	☐ Proceed to Unit 2.	☐ Proceed to Unit 2.
POOR	☐ Go back to frame 16.	☐ Go back to frame 16.	☐ Report to your instructor.

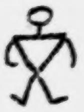
Three or four sequences constitute a set. Sets are also characterized by two or three cyclical drill frames requiring only oral responses and composed of ten transformations forming a closed loop; these loops are very similar to conventional pattern drills, but they differ from these by the fact that the cuing of the transformation is generally visual rather than oral. Consider for instance:

Cadre Numéro 15.305

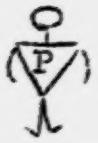
Answer orally. Work on this frame as long as necessary until you can answer all the questions without any errors.

1. 

Es-tu allé à Nice?
Conf: Non, je suis allé à Paris.

2. 
As-tu une soeur?
Conf: Non, j'ai un frère.

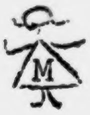
3.
Est-elle fatiguée?
Conf: Oui, elle est fatiguée.

4. 

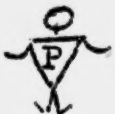
Qui est allé à la campagne avec toi?
Conf: Paul est allé à la campagne avec moi.

5. (grands-parents)
Où es-tu allé samedi?
Conf: Samedi je suis allé chez mes grands-parents.

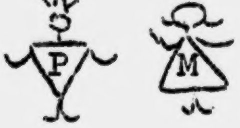
6. (mère)
Où est-elle allée hier soir?
Conf: Hier soir elle est allée chez sa mère.

7. 

Qui est resté à la maison?
Conf: Marie est restée à la maison.

8. 

Hier soir avec qui es-tu resté à la maison?
Conf: Hier soir je suis resté à la maison avec Paul.

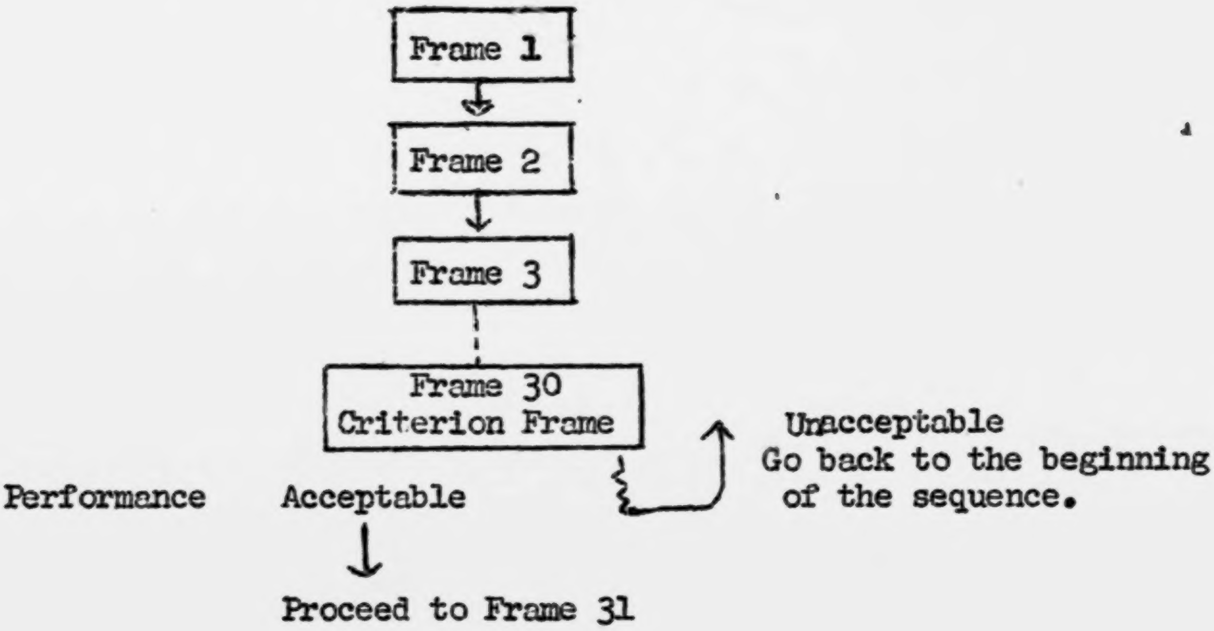
9. 

Avec qui as-tu regardé la télévision?
Conf: J'ai regardé la télévision avec Paul et Marie.

10.
Elle a regardé la télévision toute la soirée?
Conf: Oui, elle a regardé la télévision avec Paul et Marie.

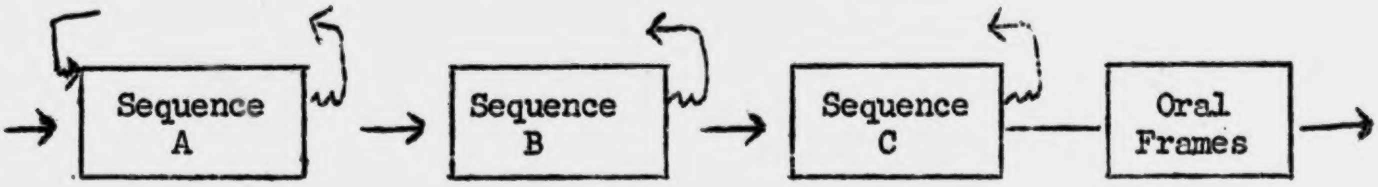
A dialogue, several sets, and a dialogue utilization sequence--and in later units a comprehension drill--make up a unit. The progression of the student through a SEF unit is presented in schematic form below.

(a) Progression Through a Sequence



- - - - - - - - - - - - - - -

(b) Progression Through a Set



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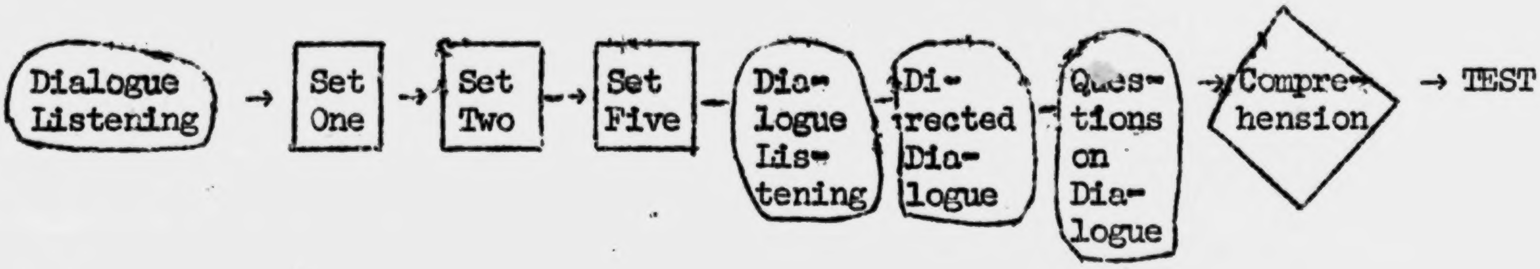
(c) Progression Through a Unit



A student may work through the same sequence several times. During his first run through a sequence he is required to make both oral and written responses, except for presentation frames which require only a written response. During a second or third run only oral responses are required. This points up one of the weaknesses of the program for as a student nears the end of a repeat run, his learning is reduced and his motivation sags. The program could no doubt be improved by providing second and third modes which differ from the initial run in the number and character of frames; this would make SEF a truly cyclical program similar to Carroll's Mandarin Chinese Program. The drill loops do not contain any formal tests; the student proceeds to the next set only if he responds with confidence to the material contained in the loop.

SEF contains a variety of frame types. A recognition frame requires a simple written response such as circling a stick figure, a transcription symbol, etc. Recognition frames usually present information. Multiple choice frames require a choice on the part of the student, generally expressed by circling one of two alternatives. Recognition and multiple choice frames are illustrated in the following sequence which trains the student to produce an accurate steady-state French /é/.

Sound Discrimination and Differentiation Sequence

	4.31 Is this a question? Annick est la cousine de Jacques.	Yes No
[✓ No]	4.32 Which utterance is the French for 'is'? /ey/ /é/	First Second
[✓ Second]	4.33 French /é/ glides on. English /ey/ is short and cut off.	True False
[✓ False]	4.34 Which set of utterances is French? say, day, jay c'est, dais, j'ai	First Second

Second	4.35 The French vowel sound which appears in this set: c'est, dais, j'ai is represented by /é/. Circle /é/.	/é/

/é/	4.36 Which French vowel sound appears in this set? fait, c'est, mai	/ü/ /é/

/é/	4.37 Which French vowel sound appears in: fut, su, lu	/ /

/ü/

Identification frames require the correct identification of a transcription symbol representing a phonological feature or of a grammatical form. We illustrate with the continuation of the sound production sequence of Unit 4 and a grammar sequence teaching the alternation between the two forms of the equivalent to "is": /è/ ~ /èt/

4.43 Answer this question. Put one dash for each syllable in your answer. Annick est la cousine de Jacques?	

Conf.: Oui, Annick est la cousine de Jacques.

— — — — — — — — —	4.44 Listen to this utterance as many times as you wish. Write the vowel sounds which appear in: Suzy est la cousine de Jacques.	/ /, / /, / / / /, / /, / / / /, / /

/ü/, /i/, /é/ /a/, /u/, /i/ /œ́/, /a/	4.45 Answer thi question. Suzy est la cousine de Jacques?	

Conf.: Oui, Suzy est la cousine de Jacques.

Morphophonemics Sequence: est

	8.41 Say and write the French for 'is'.	— — —

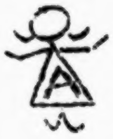
e s t	8.42 Does the French verb est sound exactly alike in Jacques est là and Jacques est ici.	

No	8.43 Does là, the French for 'there', begin with a vowel or a consonant sound?	

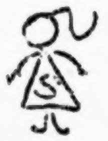
a consonant	8.44 Does ici, the French for 'here', begin with a vowel or a consonant sound?	

a vowel	8.45 The French verb est has two forms--/e/ used before a consonant and /et/ used before a vowel.	True False
[✓ True]	8.46 Which form of the verb est do you use before ici?	/e/ /et/
[✓ /et/]	8.47 What is the French for 'is here'? Write the consonant that you pronounce before ici.	/e _i si/
/e ti si/	8.48 The French verb est has two forms. /e/ is used before a:	
consonant	8.49 The French verb est has two forms. /et/ is used before a:	
vowel	8.52 Answer aloud and write out your answer. Qui est là?	

Conf.: Jacques est là.

Jacques est là.	8.53 Answer aloud and write out your answer. Qui est ici? 	

Conf.: Annick est ici.

Annick est ici.	8.54 Answer aloud and write out your answer. Qui est à la cave? 	

Conf.: Suzy est à la cave.

Suzy est à la cave.

STOP YOUR TAPE. Switch to listen. Rewind enough tape to be able to listen again to this last frame. Check: 1) speed, 2) rhythm, 3) spelling.

	1st attempt	2nd attempt	3rd attempt
GOOD	1 2 3 ☐☐☐ Proceed to frame 55.	1 2 3 ☐☐☐ Proceed to frame 55.	1 2 3 ☐☐☐ Proceed to frame 55.
POOR	1 2 3 ☐☐☐ Go back to frame 36.	1 2 3 ☐☐☐ Go back to frame 36.	1 2 3 ☐☐☐ Report to your instructor.

Switch back to record.

Spelling frames require the student to respond by using letters, groups of letters, or complete words and sentences. These frames are presented in closed sequences and exemplify a heavy use of prompting and vanishing techniques. Note that there is constant association of oral and written confirmations which are held to be mutually reinforcing. It should also be pointed out that spelling frame sequences seldom aim at teaching single lexical items. They attempt to lead to the assimilation of generalizable rules which can be applied to new material. Here the rules that are programmed are: (1) final pronounced consonants are spelled with the corresponding consonant letter + -e and (2) intervocalic /-z-/ is spelled -s-.

Spelling Sequence

	5.53 Write the vowel sounds. cousine	/ /, / /
/u/, /i/	5.54 The /z/ sound between two vowel sounds is written s. Write s. cousine	/u/ /z/ /i/ ↓ _
↓ s	5.55 Cousine The vowel sound ou is spelled ou. Copy the missing letters and repeat. cousine	c _ _ s i n e
c o u s i n e	5.56 Write the missing letters and repeat. cousine	c _ _ s _ n e
c o u s i n e	5.57 A /z/ sound between two vowel sounds is written s.	True False

[✓ True]	5.58 Write the missing letters and repeat. cousine	c _ _ _ _ n e
cousine	5.59 Write and repeat. cousine	_ _ _ _ _ _ _
cousine		

Translation frames require the student to translate orally and in writing from French to English and vice versa. In French → English translation frames the English gloss should be considered a cuing device designed to call forth a French utterance rapidly and economically. *Question frames* require both oral and written responses. These frames constituted the greater proportion of SEF. These last two types of frames as well as prompting and vanishing techniques and the ordering of steps are illustrated by two different sequences, one dealing with the integration of phonological features--in this case the nonaspiration of /p t k/--within complete sentences and the other with the contrast between several types of verb phrases hinging on the phonemic oppositions /a/, /óe/, /é/.

Pronunciation Practice Sequence

13.282 The /p/ of *père* is not followed by any:	

aspiration	13.283 Repeat le père de Jacques and write le père.	

le père	13.284 Answer aloud and write out your answer. Connais-tu son père?	

Conf.: Oui, je connais son père.

Oui, je connais son père.	13.285 Answer aloud and write out your answer. Connais-tu le père de Jacques?	

Conf.: Oui, je connais le père de Jacques.

Oui, je connais le père de Jacques.	13.286 Answer aloud and write out your answer. Veux-tu ton couteau?	

Conf.: Oui, je veux mon couteau.

Oui, je veux mon couteau.	13.287 Answer aloud and write out your answer. Il passe le couteau à son père?	

Conf.: Oui, il passe le couteau à son père.

Oui, il passe le couteau à son père.		

Grammar Practice Sequence

	13.369 Answer aloud and write out your answer. Vas-tu pêcher?	

Conf.: Oui, je vais pêcher.

Oui, je vais pêcher.	13.370 Answer aloud and write out your answer. Veux-tu pêcher?	

Conf.: Oui, je veux pêcher.

Oui, je veux pêcher.	13.371 Answer aloud and write out your answer. Veux-tu jouer au tennis?	

Conf.: Oui, je veux jouer au tennis.

Oui, je veux jouer au tennis.	13.372 Answer aloud and write out your answer. Vas-tu jouer au tennis?	

Conf.: Oui, je vais jouer au tennis.

Oui, je vais jouer au tennis.

13.373 Give the French for 'I want to play tennis.'

Conf.: Je veux jouer au tennis.

Je veux jouer au tennis.

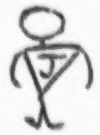
13.374 Give the French for 'I am going to play tennis.'

Conf.: Je vais jouer au tennis.

Je vais jouer au tennis.

13.389 Answer aloud and write out your answer.

Qui habite à Nice?



Conf.: Jacques habite à Nice.

Jacques habite à Nice.

13.390 Answer aloud and write out your answer.

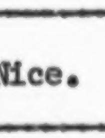
Qui va habiter à Nice?

Conf.: Suzy va habiter à Nice.

Suzy va habiter à Nice.

13.391 Answer aloud and write out your answer.

Qui veux habiter à Nice?



Conf.: Paul veut habiter à Nice.

Paul veut habiter à Nice.	13.392	Answer aloud and write out your answer. Habites-tu à Nice? Vichy	

Conf.: Non, j'habite à Vichy.

Non, j'habite à Vichy.

Although SEF frames contain oral confirmations and require oral responses on the part of students, we should like to point out that only written responses can be truly reinforced. For the reinforcement of oral responses we rely on the student's own evaluation and, indeed, one of the terminal behavior of SEF is precisely training the student to judge his oral responses accurately. While SEF's primary objectives are accuracy and fluency in spoken French, written responses have been used throughout because they can be more surely reinforced and because by means of a gradual build-up they became secondary reinforcers for oral responses.

Notes

[1] See Carroll, John B., A Primer of Programmed Instruction. *International Review of Applied Linguistics*, 1:115-141 (1963).

[2] Materials available only through the Language Development Branch, U. S. Office of Education.

[3] For a detailed analysis of spoken French grammatical features, see Albert Valdman, *Applied Linguistics - French*. Boston: D. C. Heath, 1961.

4. Language Laboratory Facilities

4.1 Description of Facilities Employed

Multiple Credit French auto-didactic sessions were conducted in a thirty-six position language laboratory during the first year of the project and in a twenty-seven position lab during the remaining two years. Both labs contained similar equipment except that the larger one featured Viking 75 and the smaller lab Viking 85 tape decks. The equipment of both labs was installed in the summer of 1960.

Each student position was equipped as follows:

1. A Clevite-Brush Model BA200 headset (high impedance crystal with a frequency range of roughly 100 to 5,000 cps).
2. An Electro-Voice Model 727 omni-directional ceramic microphone (frequency response 60 to 8,000 cps).
3. Viking 75 or Viking 85 tape deck with student amplifier built by Magnetic Recording Industries. This is the old MRI model 68 amplifier with some special modifications designed to improve its performance. At the time of the original installation the contractor agreed that each unit would be wired and adjusted to meet the following realistic, measured specifications:
    a) A frequency response 100 to 5,000 cps ± 2 db with optimum bias adjustment;
    b) A harmonic distortion will not exceed 5% at maximum record level or 3% at 3 db below maximum record level;
    c) A signal-to-noise-ratio at least 35 db over specified frequency range 100 to 5,000 cps.;
    d) Wow and flutter, peak to peak not to exceed .5%.

These are the agreed specifications which were actually met by the equipment at the time of installation in 1960. Electronic performance of the units during the time the Multiple Credit French project was carried on was presumably somewhat inferior to these figures. No figures were given or measurements taken for intermodulation distortion or crosstalk.

The student amplifier and controls of this system were designed to provide for true dual-channel operation when the student used a prerecorded tape with the tape deck. This means that the master track of the student tape could not be erased during operation and that the record-listen switch on the amplifier panel allowed the student to play back his own responses while listening to the master recording. He could also record his own voice and, while playing it back, compare his production with the master recording. The system provided for the following student operation cycles: (1) listen to master recording and record student voice; (2) listen to master recording and student imitation for comparison; (3) listen to master recording, then erase and rerecord student voice. Figures 1 and 2 present rough sketches of the student tape decks and major controls.

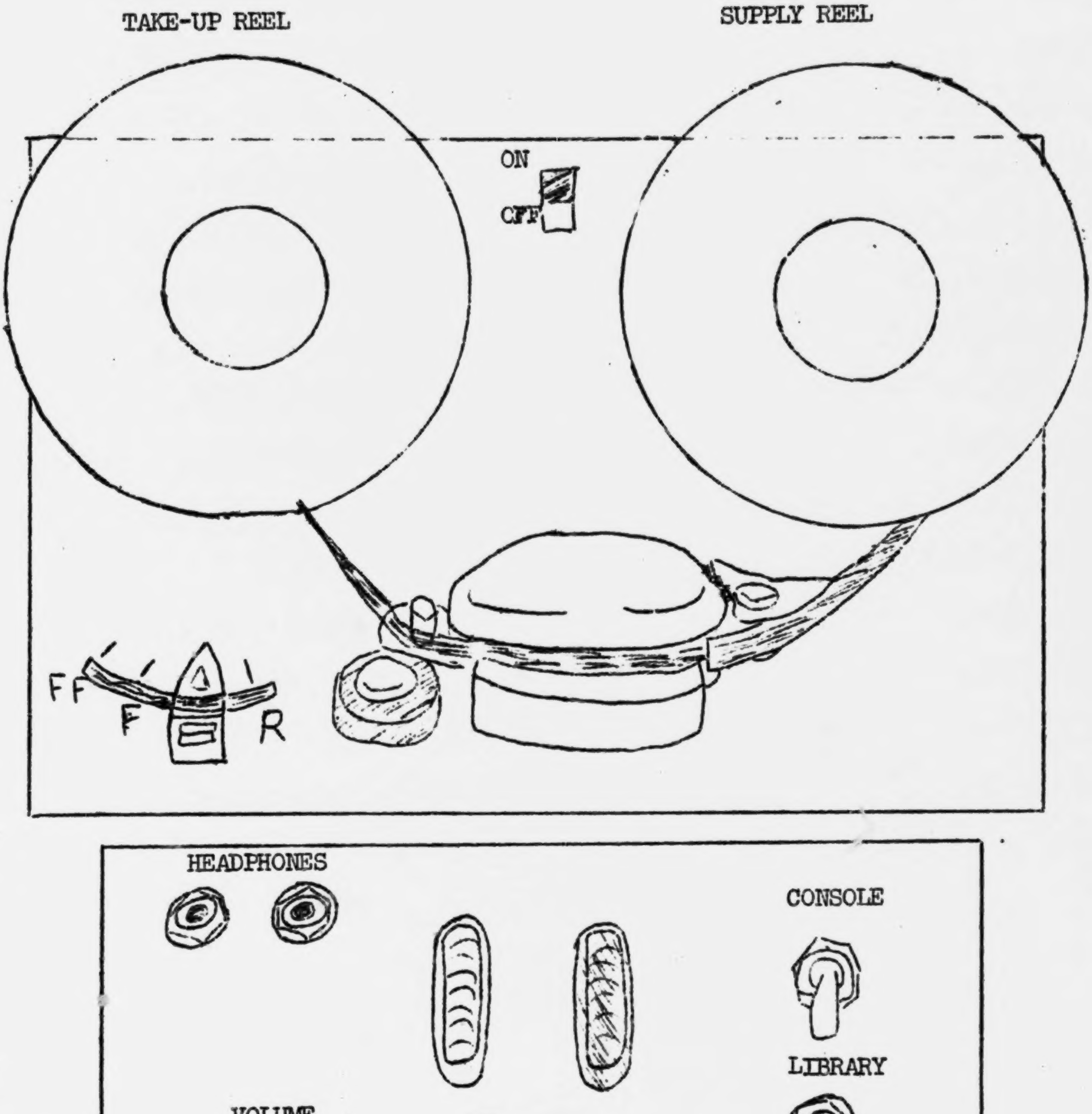


Figure 1. Viking 75 Deck and MRI Student Amplifier

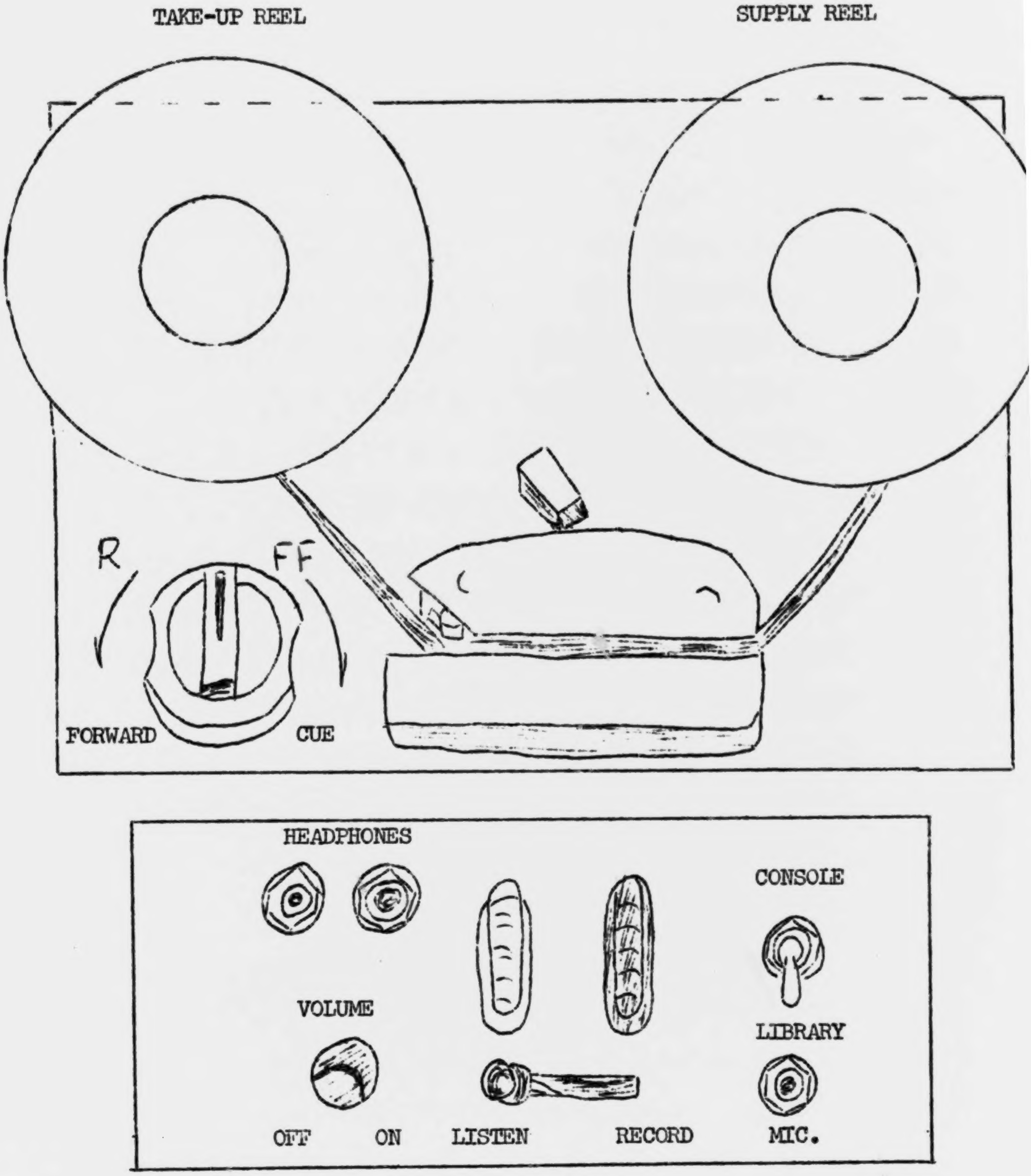


Figure 2. Viking 85 Deck and MRI Student Amplifier

4.2 Evaluation of Facilities

4.21 Student Positions

The design of the student booths left very much to be desired. The overall dimensions of the booth were greater than necessary and the booth itself was distractingly noisy due to the large surface of sheet metal below the student desk and the sliding side and front panels. The horizontal mounting of the tape deck and amplifier control panel resulted in an uneconomical use of the desk surface and the students had little working area or storage space for the books, syllabi, and other material which he was required to use during his auto-didactic sessions. It would have been much more convenient had the tape deck and the amplifier control panel been mounted on the front of the booth at a rational slope off vertical. This not only would provide a better view of the equipment and make for greater ease of operation and manipulation, but it would also leave an entirely clear working and storage area. A better insulated booth would make it possible to lower front and side panels and would make it unnecessary to install noisy movable panels.

4.22 Microphones and Headsets

The microphones used were too sensitive and had an omni-directional pickup pattern. When they were recording, students not only picked up their own voices but also those of other students and ambient noises. The programmed materials employed required the students to respond orally into the microphones at all times whether they were recording their voices for comparison with the master recording or only monitoring their responses with the aid of the audioactive earphones. Because of the microphone's sensitivity and wide range of pickup pattern, students had difficulty evaluating their responses and were distracted by the external noises and classmates' recordings superimposed on their own voices.

A more suitable microphone for Multiple Credit French auto-didactic sessions would be a uni-directional (cardioid), close-talking microphone. Such a microphone would have a controlled sensitivity and a pickup pattern which favors the individual student's voice and tends to reject extraneous noises.

Another undesirable feature of the microphone utilized was the fact that it constituted a separate unit directly connected to the amplifier control panel by a cord and resting on the student desk rather than being part of an earphone-microphone headset. To eliminate part of the ambient noises and to insure a consistently high volume, but at the same time to avoid breath noises, the student was required to hold the microphone against his cheek with the pickup face of the microphone close to his mouth. This procedure left the student with only one hand free to operate the various switches and levers on the amplifier control panel and tape deck and to write down required responses. He was also forced to assume a very uncomfortable working position which increased mental fatigue. Students also tended to pull nervously on the connecting cord and the latter yielded to the pressure at critical times, when the student was recording an oral examination, for example. The use of a combination headset-microphone would have eliminated most of these problems and permitted the students to work more efficiently and more comfortably.

In a language lab acoustic isolation of individual student positions is provided by the earphones rather than by treatment of the panels of the booth itself. The design of the earphones and coupling headband is extremely important. The earphones used provided very little insulation and were not particularly comfortable. This lack of proper acoustic isolation again made for less than adequate working conditions and compounded nervous fatigue. It also reduced the reliability of spoken proficiency tests since, conjunction with the fact that in the MLA Spoken Test the response made is rather slow, students were able to withhold a spoken response until they had the opportunity to listen to classmates' answers.

4.23 Tape Deck and Amplifier

Of the two tape decks used by Multiple Credit French students, the Viking 75 has been less than adequate from several standpoints. Chief among these are absence of fast forward wiring and noisy, vibrating operation. The Viking 85 (now 86), although not perfect for our needs, has proven itself to be rugged and dependable, a very good choice in its price bracket for installations with a high percentage of student utilization. The controls of both types of decks were quite unsatisfactory. The programmed materials used required the student to back up frequently, most of the time to the preceding frame only. For both the Viking 75 and the Viking 85 this required two manipulations: turning the control knob to the rewind position and back to the play position. More often than not, the student rewound the tape beyond the frame not fully learned and had to listen to material he did not need to review. A more efficient system of controls would consist of a single lever with separate rewind, backup, play, and fast forward positions or a push-button system providing for the same features. The stop position should be activated by a foot lever rather than by manual operation, thus leaving the student one hand free for writing responses.

4.24 Overall Layout

As an experimental program Multiple Credit French attracted much interest and auto-didactic lab sessions were often visited by outside persons. It was also necessary for the project supervisor and Display Session instructors to observe the work of students frequently and to consult with the lab monitor. In both of the labs utilized, the console was not isolated from the student booths and the sessions were not truly auto-didactic since students were always aware of the presence of persons who were quite obviously observing them at work and evaluating the quality of their responses. For many students the constant visible reminder of the fact that "big brother" was watching constituted a disturbing and inhibiting factor. In the case of the smaller, more adequately equipped lab, these problems were increased by the complete lack of physical separation between the console and the first row of booths. In a more properly designed lab the console should be located at the back of the room so that the students are not facing the monitor, or it should be separated from the student booths by a one-way glass partition that would make it possible for the monitor, supervisory personnel, and visitors to observe the students at work while, at the same time, insuring that students would not be acutely aware of a presence mediating between themselves and the recorded auto-didactic program.

4.25 Maintenance

Quite consistently, from ten to twenty percent of the student positions were inoperative and defective equipment either remained without repair or was serviced in such a hasty and temporary fashion that malfunctions re-occurred with high frequency. This problem was particularly acute in the 27 position lab in which up to 27 students might have been scheduled and where no spare positions were available. In addition, the work of Experimental Groups E_1 and E_2 was interrupted for a period of three weeks in the fall of 1962 by the late installation of the 27 positio lab which had been earmarked for their use.

4.3 Effect of Shortcomings of Language Laboratory Facilities

The use of programmed materials and of self-instruction requires, no doubt, language lab facilities equipped with components capable of yielding a high leve of frequency response and designed to provide the student with as pleasant and as noise-free a working environment as possible.

Our dependence on the recorded program and the presentation device for guaranteeing that the experimental students consistently discriminate and differentiate functionally relevant sound differences in the target language and, if possible, acquire the main phonic characteristics of the French articulatory set made it imperative that the electronic components meet, at the very least, nationally recognized minimum standards of frequency response. Hayes[1] suggests the following minimum standards of frequency: from 60 to 250 cps intensity should be attenuated to prevent masking of higher frequencies while, at the same time, making possible natural speech; from 250 to 6,000 cps maximum variation of ± 2 db with a flat slope and peaks or valleys not exceeding 1 db; 8,500 on rapid attenuation. It will be noted that the manufacturer, upon installation of the equipment used, guaranteed a frequency response of 100 - 5,000 cps ± 2 db and made no statement with regard to frequency response at the lower and upper ends of the sound spectrum. Since it is generally believed that phonologically significant information is contained between 250 and 8,5000 cps, the facilities available to MCEF were quite inadequate for the presentation of materials designed to lead to the acquisition of accurate pronunciation habits. For instance, the narrowness of the spectrum reproduced by the electronic system made it difficult for the student to positively identify the fricatives /š s f ž z v/. Of equal or greater pedagogical consequence was the distorted and unnatural quality of the speech transmitted by the system. Nasalized vowels were particularly affected and the contrast between them and non-nasalized vowels--so important in French--reduced; the fricatives /s/ and /z/ sounded lisped.

The role of pleasant-sounding and natural speech in foreign language learning has not been studied objectively, but it is our opinion that these features of recorded programs play an important part in the learning process. There is no doubt that only if the quality of the sound is pleasant will the student listen to it for long periods of time without irritation and mental fatigue. Nor can it be denied that recorded materials are used most efficiently when the learner is shielded from external and system noises and when he is provided with as pleasant as possible a working environment.

Not only should a language lab be well equipped but attention should also be paid to such factors as lighting, air conditioning, and layout. Finally, it is widely recognized that language is intimately related to the culture of a speech community and that abstracting speech from the normal communication situation deprives it of many of its supporting subsystems (paralanguage, kinesics, etc). Certainly many of these supporting subsystems are, at least redundantly, encoded in the sound wave and must be presented to the learner undistorted and with all of their acoustic attributes.

Notes

[1] Alfred S. Hayes, Language Laboratory Facilities (OE Bulletin 1963, No.37, OE-21024), Washington: U.S. Government Printing Office, 1963, pp. 63-68.

5. Display Sessions

5.1 Scheduling

All display sessions were scheduled during the hours at which the groups were scheduled to work in the language laboratory. Thus display sessions were substituted for laboratory practice at certain hours.

During the first semester when the number of students was greater each student met for approximately twenty minutes twice a week. The schedule for the group assigned to the 9:30 and 1:30 hours is shown below. The numbers represent display session groups.

	M	T	W	T	F
9:30	1	2/3		1	2/3
9:55	4	5/6		4	5/6
1:30	7	8		7	8
1:55	9	10		9	10

A similar schedule was used for the group meeting at 10:30 and 2:30. The schedule of a student assigned to display session group 4 is shown below.

	M	T	W	T	F
9:30	Lab	Lab	Lab	Lab	Lab
9:55	Displ			Displ	
1:30	Lab	Lab	Lab	Lab	Lab
1:55					

These arrangements represent an ideal schedule from which it was necessary to depart from time to time as, for instance, during a period of several weeks when equipment failure in the laboratory reduced the number of usable positions to below the number of students. During this time two display session groups met together for an entire period of 45 minutes. E.g. groups 1 and 4 met together from 9:30 to 10:15 on Mondays and Thursdays. Care was taken, of course, to put those groups together which were most nearly at the same level of achievement.

This experience of having to vary the size and length of display sessions led to certain impressions with regard to the relative importance of several of these factors. It was generally felt by the instructors that the most important factor was the homogeneity of the groups. As long as all members of a group showed similar levels of proficiency, considerable latitude in size was tolerable. However, it was also the general feeling that display sessions tended to lose their character and become rather like traditional classes when the number of students exceeded five. It was also felt that, at this early stage of the course, 45 minute sessions were too long since the students were limited as to what they could say and too much repetition was needed to take up the time available.

In the second semester the number of students was reduced, making it possible to increase the amount of time each student spent in display session. This was felt to be desirable at this point since students now had at their disposal more structures and needed more time to exploit them adequately.

The schedule for the group assigned to the 10:30 and 2:30 hour is shown below.

	M	T	W	T	F
10:30	1	3	1	3	1
10:55	2	3	2		2
2:30	4	4	6	4	6
2:55	5	5	6	5	

Later in the semester at the request of the students groups 1 and 2 were rescheduled so that group 1 met for a full period on Monday and half a period on Wednesday, while group 2 met for half a period on Wednesday and a full period on Friday. The students felt that half a period in the laboratory was hardly worthwhile since a fair portion of that time was occupied with getting tapes, finding their place in the tapes, warming up and, if they had to leave in the middle of the period, rewinding their tapes, returning them to the shelves, etc. A similar schedule was followed for the group meeting at 9:30 and 1:30.

Beginning with the Fall 1962 semester class periods were reduced from fifty to forty-five minutes. It proved difficult to maintain the half-period display sessions adopted during the first year of MCEF's operation. In addition, starting with the Fall of 1963, Saturday morning classes were instituted to permit more flexible scheduling of classes and to alleviate a shortage of classroom space. It has been pointed out that as students became more proficient in French display sessions instructors required a longer period of time to give the students an opportunity to warm up, display what had been learned during autodidactic sessions, and to use learned linguistic material. Instructors did, however, feel that in the initial stages of MCEF it was difficult to spend forty-five minutes with a group without straying from elicitation of conversational material to engage in drilling and correction of pronunciation. It was decided to schedule F101 students into three display sessions per week each meeting for twenty minutes. F102 and F203 groups met twice weekly for a full forty-five minute period each time. The schedule for the E_3 (students who began MCEF in the Fall of 1963) section enrolled at 9:30 and 1:30 is shown below.

	M	T	W	T	F	S
9:30	1	2	2	2	1	2
9:55	3	4	3	4	3	4
1:30	5				5	
1:55	6				6	

The schedule of an F101 student assigned to display session group 4 is shown below.

	M	T	W	T	F	S
9:30	Lab	Lab	Lab	Lab	Lab	Lab
9:55		Displ.		Displ.		Displ.
1:30	Lab	Lab	Lab	Lab	Lab	Lab

The schedule of an F102 or F203 student assigned to a comparable group would differ from the preceding one as follows:

	M	T	W	T	F	S
9:30	Lab	Displ.	Lab	Displ.	Lab	Lab
1:30	Lab	Lab	Lab	Lab	Lab	

5.2 Staffing

Display sessions were staffed by graduate associates selected previously by the Department of French and Italian for teaching duties in conventional first and second year courses, including those which are parallel to the MCEF three semester sequence. Since the declared primary objective of MCEF was to impart accurate pronunciation and proficiency and fluency in spoken Fre it was requested that the Department make available to MCEF those graduate associates who were the most proficient and accurate in the active use of the language. Assignment to MCEF was made on a voluntary basis and only teaching associates who expressed some sympathy, or at least impartiality, toward an audiolingual emphasis and the use of partial self-instruction were selected.

It is generally agreed that competence in language teaching is determined by at least three sets of attributes: (1) proficiency in the target language, (2) professional training and/or experience, (3) pedagogical skill. Admittedly, pedagogical skill and insight is notoriously difficult to evaluate, and in the case at hand, even more difficult to predict. It is assumed that an integral part of the training of a foreign language teacher is a working knowledge of the structure of both the native and the target language and that, to a certain extent at least, actual experience in the classroom adds positively to teaching competence and skill. Age is a two-edged factor. On the one hand older teachers can be assumed to exhibit more maturity and responsibility in handling their duties, and will prove to be more tactful and self-reliant in the classroom, but on the other hand, they might be expected to show less enthusiasm in implementing a new and untried method and might show more reluctance to abandon the well-rutted paths of traditional instruction. In order to determine the relative competence of the teaching staff assigned to experimental and control sections we considered the age, years of full-time teaching experience and of professional preparation, and proficiency in French of individual instructors. Table 1 indicates that, although the experimental and control instructors are not perfectly matched there seems to be very little difference in their pedagogical competence insofar as it is determined by the factors we have considered. Professional preparation and proficiency in French were evaluated on a relative five point scale. With regard to proficiency in French, the lowest point on the scale, one, refers to an overall spoken control of the language equivalent to that obtained by an 'A' student upon completion of the third semester of MCEF; the highest point, five, represents native speaker proficiency. Rank in the professional preparation scale was assigned on the basis of grade transcripts, observation of performance in the classroom, and informal contact. The evaluation was conducted independently for each group of instructors by the director of MCEF and the director of the elementary and intermediate French courses respectively. It goes without saying that this evaluation procedure is admittedly subjective and not very reliable.

TABLE 1

Comparison of E and C Sections Teaching Staff

	Age	Years of Full-time Teaching Experience	Professional Preparation Rank	Proficiency in French Rank
		Experimental		
A	47	9	5	4
B	33	4.5	4	5
C	32	4	2	3
D	31	6	3	3
E	26	2	4	3
F	25	0	2	5
G	25	3	1	1
H	24	2	3	2
I	24	0	2	3
J	23	0	1	1
K	22	0	1	2
Mean	28.4	2.8	2.5	2.9
Median	25	2	2	3

Control

	Age	Years of Full-time Teaching Experience	Professional Preparation Rank	Proficiency in French Rank
a	38	13	5	4
b	37	2	3	3
c	28	4	4	5
d	24	1.5	4	2
e	23	0	3	2
f	23	0	1	2
g	22	0	1	2
h	22	0	2	2
i	22	0	2	1
j	21	0	3	3
Mean	24.5	1.9	2.7	2.4
Median	23	1/2	3	2

While MCEF instructors were slightly older, more experienced and, predictably, more proficient in French than their control section counterparts, they had inferior professional preparation. In view of the ranking procedure followed the differences in professional preparation and proficiency are hardly significant. In addition, MCEF instructors received closer supervision through weekly meetings and visitation of courses. This in-service training no doubt upgraded their professional competence. Since MCEF was a more self-conscious—'existentialist', we might say—approach, with constant inquiry into the learning process, modification of materials and techniques and searching self-criticism MCEF instructors became more acutely aware of the problems encountered by foreign language teachers, although this does not necessarily mean that they resolved them better.

With regard to teaching experience it is interesting to note that except for instructors "A" and "a" who had three and eight years of experience at the college level respectively, all the other experienced instructors had had contact almost exclusively with high school students. Instructor "a", the author of a recent intermediate text, was also the only instructor with previous experience in the preparation of teaching materials.

5.3 Display Session Techniques

5.31 Objectives

The display session is intended to provide the student with the opportunity to use, in a person-to-person dialogue what he has learned in a dialogue with a machine. The display session is not intended as a place for teaching, but as a place to use what has already been learned. The teacher's goal is to guide the use of structures and vocabulary already learned, to stimulate and guide conversation and, where necessary, to correct. As a rule of thumb the teacher is to do those things which the machine cannot do.[1]

5.32 Conditions

As it was designed and carried out at Indiana University the display session had one instructor meeting with a small group of students. The size of the group has varied from one to seven or eight, though generally from three to five. These groups generally met either twice or three times a week for half a class period. Insofar as possible students were grouped according to proficiency and regrouping was needed from time to time. Both instructors' offices and a conference room near the laboratory were used as meeting places. The latter arrangement was in general more satisfactory since less time was lost going from the laboratory to the display session and since it allowed the instructor to check his students in the laboratory more easily. Immediately adjoining rooms would have added to the convenience. Problems of schedule conflicts occasionally made it necessary to depart from optimum procedures in grouping and scheduling.

In general it was felt that smaller groups were most satisfactory since it is hard to maintain conversation in large groups. It also seemed that a smaller amount of time was necessary at the beginning of the course and a greater amount later since the amount that students were capable of saying at the beginning was very small, but increased as time went on.

The meeting room, it was felt, should be informal. Thus the conference room with students and instructor seated around a table was preferred to a classroom with students all facing the instructor. An even less formal atmosphere might have served better. Without a doubt the manner of the instructor has as much effect on the atmosphere of the display session as the physical surroundings. Establishing an informal atmosphere conducive to conversation, where the instructor is not the center of attention, departs sharply from the normal pattern of operation of most teachers and is not always easy to accomplish.

5.33 General Problems

Any language classroom is an unnatural situation for conversation since in foreign language courses the objective is to practice the means of communication rather than to communicate something. Conversation normally occurs when one person wishes to communicate something to another. It is necessary, for classroom purposes, to find things to talk about. This usually results in the teacher's doing almost all of the talking. Without things to talk about the display session is likely to end in embarrassing silence, pattern drills or a monologue by the teacher.

Language classrooms are also not conducive to natural conversation simply because of the number of people involved. Conversation is usually between two people, sometimes three and rarely more. For this reason a small group is desirable in display sessions. The problem of providing the proper setting for the display session was partially alleviated by scheduling the E$_3$ third semester sessions in instructors' offices as well as small seminar-type classrooms. Instructors were rotated frequently, with the students of each group meeting a different instructor on any two successive display sessions. In this manner students were forced to abandon pre-established patterns of responces conditioned by the interlocutor and the locale. Instructors were also asked to occasionally take their charges to a noisy place, such as student coffee lounges (fortunately a very suitable lounge is located in close proximity to the language lab, instructors' offices, and classrooms used for French courses). When the weather permitted it, classes were held outdoors. Surprisingly, students exhibited very little self-consciousness in speaking a foreign language in public and all instructors reported that ambient noise forced students to concentrate on the speaker in order to participate in the conversation, and as a result, the display sessions held in this non-academic environment proved more successful as a rule.

Since the language class, including the display session, is an artificial environment for conversation much that is done will as a natural consequence be artificial. Questions will be asked not so much for the information they elicit, but for the sake of the structures involved in asking and answering them. The instructor may ask the time, not in order to be informed, but to give the student an opportunity to use structures appropriate to telling time. No matter what the topic, students at the initial stages of language study are unlikely to be more occupied with what they are talking about than with how they talk about it. As long as this is true, no natural communication is possible.

The task of the display session instructor (or for that matter, the instructor of any language course stressing proficiency in conversation) is to create as much of a natural atmosphere for conversation as possible.

When students are preoccupied with how to say something they quickly run out of things to talk about. The teacher must continually provide topics to stimulate the students to speak whether he draws these from the experience of the students, his own experience or elsewhere. As far as the goals of the display session are concerned it is relatively unimportant what the source of the conversation is as long as it occurs. Naturally, the backgrounds and personalities of the instructor and of the students will have much to do with determining these sources. Some students may easily find things in their experience to talk about, while others may be reluctant to talk about themselves. Similarly, some may be very imaginative and inclined to act a role while others may cling doggedly to fact and may even feel uneasy in acting a role. Again some instructors may enter well into personal friendships with students while others prefer to maintain some distance and so would be less inclined to exploit the student's experience as a topic of conversation.

Apart from personality and preference there are certain advantages and disadvantages to both of these types of conversational sources.

Real-life topics clearly provide the most desirable type, all other things being equal, since they represent the most valid type of conversation possible in a display session. They provide a great fund of info mation which can be communicated from one person to another and are st enough in the consciousness of the student himself that they will inte least with his attempts to formulate linguistically correct statements. There are also disadvantages to this type of source. Their very stabi may make it difficult for the instructor to turn and guide the conversa tion in such a way as to emphasize certain structures which, for pedago gical reasons, it may be desirable to practice. The strict adherence the use of real situations may at times place the student and subsequently the instructor in an embarrassing position should a topic be touched upon which would require the student to divulge information about himself which he considers too personal to discuss with a teacher and fellow students. Whereas it would ideally be desirable for the student to have such confidence in his instructor that the instructor would know enough about his background to avoid such touchy topics, it is only rarely possible in the usual teaching situation. Another serious drawback to the strict use of real-life situations is that one is forced to talk in terms of the student's culture and society and little opportunity is readily available to convey to the student, along with language skills, the social values that attach to the language.

Hypothetical situations likewise have advantages and disadvantages. They afford a wider range of topics to talk about than do the experiences of any student and thus it is easier to find topics which will lend themselves to practice of those structures and vocabulary which it is useful to practice at any particular moment. If a topic is understood by all to be unreal, or if the possibility is always present of inserting an unreal statement into a conversation which is mainly about real things, the means is always available to students to avoid making embarrassing statements. There are also difficulties that arise from the use of hypothetical situations. Some students and even instructors feel qualms of conscience in making statements which do not correspond to fact. Hypothetical situations easily become inconsequential and meaningless unless they are carefully controlled.

The greatest amount of flexibility becomes available to the instructor in a blend of the real-life and the hypothetical where conversations based on real-life topics may be supplemented as necessary by hypothetical situations.

One of the most difficult of the general problems to resolve is to make the display session a place where students perform more than the instructor. The conditioned learned behavior of students is to consider the teacher as the center of attention in the classroom and to respond only to directions from the teacher. Similarly the teacher has learned to be the main performer who does most of the speaking though he may occasionally call upon a student to act in a limited fashion. The display session requires almost an exchange of these roles. Ideally the students should speak the greatest part of the time, the teacher only occasionally directing the conversation along lines where structures and vocabulary known to the student are available. (This requires of the instructor a very precise knowledge of what each group can do at any given point.) The students must be trained to speak without constant direct stimulation by the instructor. The teacher must also learn how to place this responsibility on the students and prevent them from throwing the responsibility for making the conversation back on the instructor.

5.34 Means

The devices indicated below have been found useful. The list is neither exhaustive nor original.

5.341 Starting Points

a) Immediate situation. Dialogue about things which fo
a part of the display session context: the instruc
students, the room, the weather, etc. E.g. one of
students is tired because he studied late the night

b) Topic proposed by instructor. The instructor may p
pose a topic for conversation by asking a series o
lated questions. E.g. plans for the afternoon or
activities of the previous weekend. (Opportunity is

available for real-life or hypothetical topics.)

c) Themes written by students. Students may be asked to prepare, before the display session, short themes (two or three connected sentences are often enough.) These may be read aloud in class. Other members of the group may question the reader who may amplify on his theme.

d) Visual aids. A picture may suggest a topic. A picture of Charles de Gaulle might lead into conversation on what the students know or think of him. A connected set of pictures such as a comic strip or sequence photographs are often more useful since they suggest a time dimension which may be lacking in a single picture.

e) Newspapers or magazines. Students are assigned oral reports on articles in such magazines as Paris-Match which provide ample visual support. Comic strips, particularly the "Spirou" series have aroused considerable enthusiasm and generate lively conversations among students.

f) Visitors who are speakers of French, if they are available, may be invited to the display session to stimulate conversation from time to time. In th case, the conversation should be primarily between visitor and the students, not between the visitor a instructor.

g) Spontaneous inspiration. Conversations may at time begin spontaneously or, after a prompted beginning tinue spontaneously. This, of course, is the most conversational situation in the display session, though it is not easy to achieve with all groups and has no possibility of being directed to practice in specific structures.

5.342 Specific Techniques

None of the techniques mentioned here are in any sense new. They have representation even in some of the most traditional texts. In the display session they are used not with any false illusions that they are a means of teaching, but as a means of eliciting from the student what he has learned.

a) Direct questions.

b) Indirect questions where the student is told to ask a question of another student.

c) Commands.

d) Directed statements where the student is told to say something.

5.35 Correction

Since currently available machines are not capable of wholly reliable and effective correction it devolves upon the instructor to perform this task. The amount will vary according to the needs of the students. If a structure has simply not been learned it should be avoided in the display session and the student should be instructed to practice it in the language lab. Correction should be provided only in cases of impe fect learning.

a) In the correction of pronunciation the use of contrasts is o the simplest and most effective means of correction. Making student tap out an even rhythm while speaking is helpful in ing the even stress pattern of French. The tendency of Amer students to reduce unstressed vowels can sometimes be correc having the student pronounce only the vowels of a troublesome word. E.g. /a a i/ for maladie where the student reduces the second /a/.

b) If a student is unable to give a response almost immediately he should not be allowed to stammer around and hunt for the response, but should be given it immediately. The instructor may give it directly or call on another student (if he is certain the second student has this response readily available). There is little purpose in the instructor's going to each member of the group in turn trying to find one who might give the correct answer. Simply giving the correct response and returning to that structure later is more effective.

c) From time to time a very brief drill may serve to correct a mistake made by a student if it is more than just a random error. Such drills may be of any type suited to the problem, but should be kept as short as possible to prevent the display session from becoming a drill session.

5.36 Illustrative Display Session Sequences

I: Salut Jacques. Ça va?
S: Pas mal, merci, et toi?
I: Pas mal. Tu es fatigué ce matin?
S: Oui, je suis fatigué.
I: Pourquoi es-tu fatigué?
S: Je me suis couché tard.
I: Pourquoi t'es-tu couché tard?
S: J'ai travaillé à la bibliothèque jusqu'à minuit.
I: Tu travailles toujours si tard?
S: Non, mais j'ai un examen ce matin.

It is necessary to train students not to give conversation stopping answers such as "Je ne sais pas." These in effect throw the burd of continuing the conversation back on the instructor. It may be est lished as a practice that if a person does not know an answer he shou ask someone else and then report the information. At first the conve sation might go like this:

I: Jacques, où va Marie après la classe?
J: Je ne sais pas.
I: Alors, demande à Marie où elle va après la classe. (A simple gesture may later replace this instruction.)
J: Marie, où vas-tu après la classe?
M: Je vais à la bibliothèque.
J: Marie va à la bibliothèque après la classe.
I: Que va-t-elle faire là-bas?
J: Marie, que vas-tu faire à la bibliothèque?
M: Je vais travailler.
J: Elle va travailler à la bibliothèque.
I: Elle va travailler tout l'après-midi?
J: Marie, vas-tu travailler tout l'après-midi? (A gesture by the instructor may indicate to Marie that she is to give a negative reply.)
M: Non, je vais travailler jusqu'à trois heures seulement.
J: Elle va travailler jusqu'à trois heures seulement.

Conversations may at times be profitably interrupted by an irrelevant, but normal question such as: "A propos, quelle heure est-il?"

A single question may serve to start a conversation between two members of the group if they have been trained to follow up a topic.

I: Jean, demande à Jacques s'il va au cinéma ce soir.
J: Jacques, vas-tu au cinéma ce soir?
J: Oui, je vais au cinéma ce soir.
J: Avec qui?
J: Avec la soeur de Robert Durand. Tu la connais?
J: Non, comment s'appelle-t-elle?
J: Elle s'appelle Marie.

At the more advanced levels the instructor must also steer the conversation to discourse that will require the use of more complex constructions, particularly features of interclause government such as the conditional, the imperfect, and the subjunctive. In the next illustrative sequence, from a F203 display session, one of the students (X) has just described her stay in England and a short side trip to a small Normandy town. The instructor asks student (Y):

I: Que ferais-tu si tu avais eu l'occasion d'aller en Europe comme elle?
Y: Je serais allée à Paris mieux qu'en Normandie.
I: Plutôt qu'en Normandie...
Y: Je serais allée à Paris plutôt qu'en Normandie.
X: Je serais allée à Paris aussi si j'avais assez d'argent.
I: Si j'avais eu...
X: ...si j'avais eu assez d'argent.

Y: Pourquoi n'as-tu pas télégraphié à tes parents pour qu'il t'envoient encore de l'argent?
X: Le voyage en Angleterre a déjà coûté trop cher.

It is important to note that instructors address students with familiar forms but that the latter are trained to respond with the formal. Among each other students use the familiar, as is natural for French speakers of their age group. This greater use of the familiar than is usually found in conventional instruction is determined by the construction of the material which introduces the less differentiated *tu* forms of verbs before *vous* forms, but it is also consonant with the necessity of creating an informal climate suitable for uninhibited verbal interchange.

Notes

[1] For a programmatic description of a somewhat different type of display session see A. Bruce Gaarder, *op. cit.* p. 47-48.

6. Results

6.1 Retention

One of the areas in which it is possible to make comparisons between the MCEF course structure and that of the conventional program is the response of students in terms of the dropout rate. Certainly no trial course structure which resulted in a significantly higher dropout rate than the course with which it was being compared, could be considered satisfactory from that point of view.

There are certain factors, some of which cancel others out, which affect the validity of the comparisons made below and should be kept in mind in evaluating them.

1. The MCEF very early came to be known popularly as the "experimental program" and the students were known as "guinea pigs." Discussion of the course in these terms destroyed the confidence of a number of students who asked to be allowed to drop the course because they felt that they were being taken advantage of.
2. In enrolling the first group certain students were rather arbitrarily assigned to MCEF (though no more arbitrarily than they would have been assigned to sections of the conventional program). This arbitrary assignment to the "experimental program" caused dissatisfaction among certain students who asked to drop.
3. Compensating for the above factors to some extent were those student who were intrigued and motivated by participation in something new a untried.
4. The argument which could be advanced that enrollments in the MCEF were held artificially high by the fact that students could not transfer from MCEF to conventional courses is held to be invalid

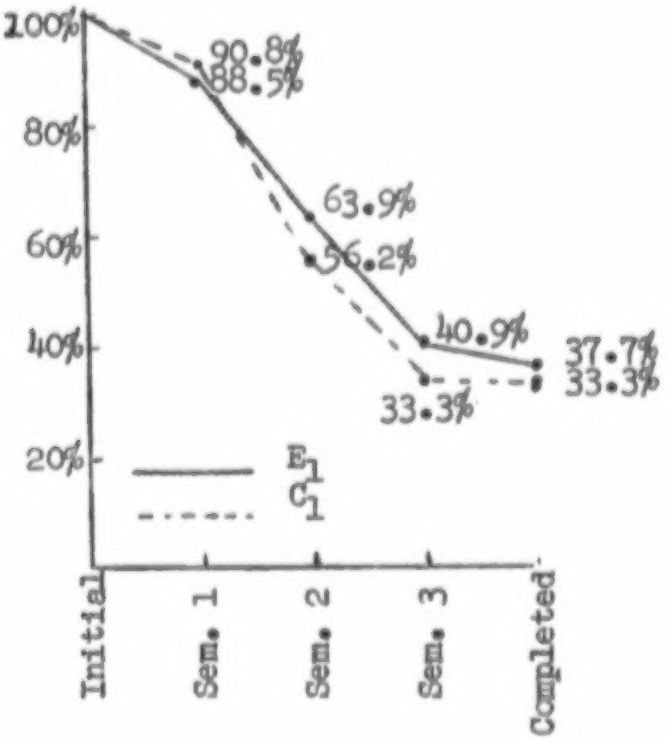
since it was equally impossible for students to transfer out of the conventional sections. Students in both programs had the same requirements for graduation.

5. The reasons why students drop a course are many and varied and cannot be determined with any degree of certainty. In order to compare MCEF and the conventional groups accurately with regard to dropout rate, the exact causes of dropouts would have to be determined, whether academic, personal, financial, or other. It can only be assumed, for the sake of making a comparison, that all causes other than the nature of the two programs affected both groups equally.

The graphs below indicate the percentages of the initial enrollments remaining at the end of each semester in the E and C groups, and the number of eventual successful completions of a third semester course (with a grade of D or better). The graph for the third group is incomplete since they have completed only two semesters to date.

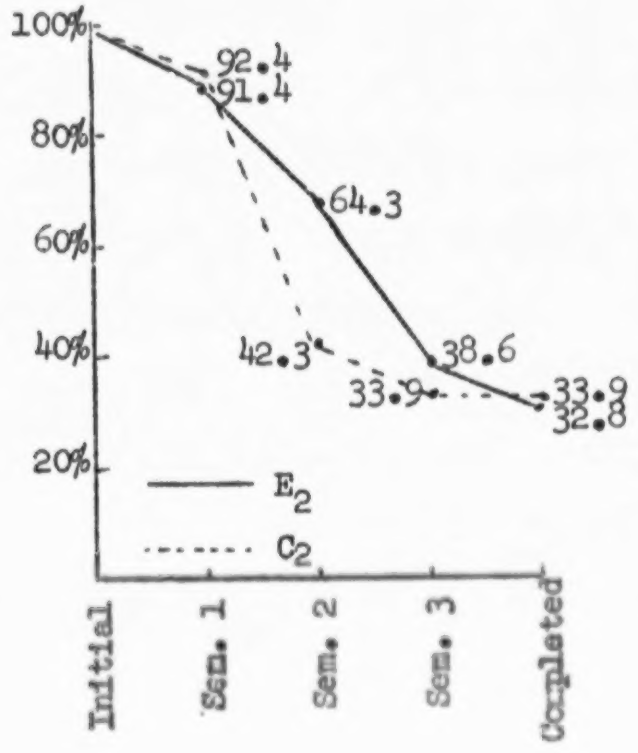
E_1 versus C_1

Initial enrollments	E_1	61
	C_1	87



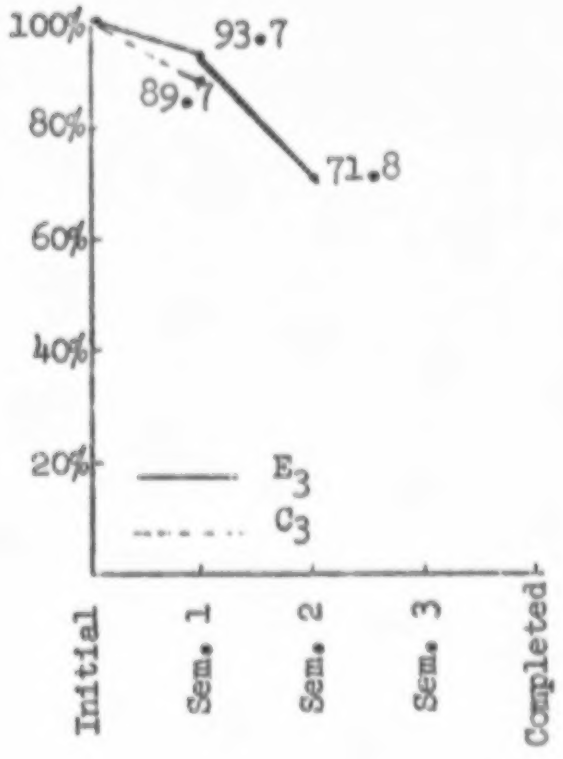
E_2 versus C_2

Initial enrollments	E_2	70
	C_2	59



E_3 versus C_3

Initial enrollments	E_3	64
	C_3	68



The graphs would seem to indicate that the MCEF has not produced a significantly higher rate of dropouts. Bearing in mind the reservations stated above, one might even cautiously hazard the observation that the dropout rate is lower at most points in the E groups than in the C groups even though the general patterns are similar and most of the differences that are seen could fairly easily be attributed to chance factors.

6.2 Overachievement and Underachievement

One of the outstanding features of the MCEF organization is the amount of flexibility it allows. Students who are gifted or highly motivated can progress more rapidly than the rest and in a few cases exceptional students are able to progress at such a rate that they are able to gain three semesters' credit in two semesters, or more rarely, two semesters' credit in one semester. On the other hand, weaker students or students whose work is interrupted by illness or for other reasons are allowed to continue working at a slower pace and eventually achieve at an acceptable level. These two types of cases are referred to below as overachievement and underachievement, respectively.

		Overachievement		Underachievement		
		Number	Credit	Number	Grade Received	
E_1	Sem. 1	1	101,102	10	C - 4 D - 1	F - 3 WF - 2
	Sem. 2			6	B - 3 C - 1	F - 2
	Sem. 3			8	B - 1 C - 2	D - 2 F - 3
E_2	Sem. 1			7	C - 4 W - 1	F - 2
	Sem. 2	1	102,203	9	A - 1 C - 5	F - 3
	Sem. 3			11	B - 1 C - 5	F - 4 I - 1

		Overachievement		Underachievement	
		Number	Credit	Number	Grade Received
E_3	Sem. 1	1	101, 102	29*	B - 9 I - 1 C - 19
	Sem. 2	2	102, 203	17*	no data
	Sem. 3	no data	no data	no data	no data

*The increased number of Incompletes issued in the E_3 group is the result of a change of policy whereby students who received a grade of "C" were allowed to take Incomplete instead and have an additional 4 weeks before being examined again. Previously only students with grades of "D" or "F" were allowed extra time. The number of students who received "B" by this means indicates the effectiveness of this procedure. Grades of "F" and "WF" are given only to students who fail to complete the course without having met the required levels of proficiency.

In addition to the record of overachievement shown above, a number of special students, not in the original groups, were allowed to enroll in MCEF, of whom several were able to obtain additional credit as indicated in the table below.

	Number	Credit
E_1	2	102, 203
E_2	3	102, 203
E_3	1	102, 203

These students were, for the most part, students with a background in language study and with particularly high motivation. They were allowed, by the flexibility of MCEF, to take full advantage of their background and motivation and make additional progress. In a conventional course they would have been held in lock-step with weaker students and prevented from realizing their full potential.

These data point out quite clearly that MCEF was successful, at least to some extent, in providing a flexible framework in which gifted or motivated students would be able to progress more rapidly while weaker students would be able to move at a pace geared to their ability without being penalized for it. With regard to the overachievers, it should be noted that they constitute over 10% of the 100 or so students who will have successfully completed MCEF in the three and a half year trial run. MCEF students in turn constitute less than 10% of beginning French students enrolling at Indiana University. Were MCEF (or at least a course adapting the flexible administrative framework of the experimental course) generalized, one could expect that each year more than 30 students could complete the three semester sequence in one year, with resulting economies of student time and instructional costs, which would be considerable.

		A	B	C	D	F	I			A	B	C	D	F	I
E_1	Sem. 1	6	18	24	1	3	0	C_1	Sem. 1	12	22	21	13	10	1
	Sem. 2	4	14	18	0	3	0		Sem. 2	5	13	20	8	2	1
	Sem. 3	4	10	8	1	2	0		Sem. 3	5	12	5	0	0	0
	Total:	14	42	50	2	8	0		Total:	22	47	46	21	12	2
E_2	Sem. 1	10	17	31	0	1	5	C_2	Sem. 1	13	9	13	5	9	0
	Sem. 2	9	14	20	0	0	3		Sem. 2	4	9	6	5	3	0
	Sem. 3	6	7	10	0	3	1		Sem. 3	4	7	6	0	0	0
	Total:	25	38	61	0	4	9*		Total:	21	25	25	10	12	0
E_3	Sem. 1	10	14	26	5	5	0	C_3	Sem. 1	16	19	13	8	4	0
	Sem. 2	10	12	17	0	2	7		Sem. 2	10	6	13	11	3	1
	Sem. 3	(no data)							Sem. 3	(no data)					
	Total:	20	26	43	5	7	7*		Total:	26	35	26	19	7	1

Total Grade Award for all Groups:

E	59	106	154	7	19	16
C	69	97	97	50	31	3

Table 1.

*Incompletes not yet all removed. Removed Incompletes have been incorporated into appropriate grade categories. Students who continue at Indiana University must remove their Incompletes within two semesters. Those Incompletes which have not been removed, therefore, belong to students who have changed schools (in which a language is not required) or have dropped out of school.

It might be argued that allowing students to refuse a grade until they could score at least a "B" would result in a drastic lowering of standards. First, a student has the option of accepting an Incomplete instead of a "C" only once. If, in the make up examination he fails to meet the standard for "B", the student must take a "C". He receives a second Incomplete for the work of the same semester only if he fails to meet the minimum passing standards. Generally, such students are eliminated before the end of the course and receive an "F" or "WF". As concerns relative severity of grading, Table 1 above clearly shows that there does not seem to be any significant difference in the number of high grades ("A" or "B") awarded. Keeping in mind, as will be shown in the next section, that the E and C groups exhibited comparable linguistic and scholastic aptitudes and that their overall achievement as measured by the final test instrument does not differ appreciably, it can only be concluded that significant differences in grade award reflect the avowed goal of the course, to wit, to permit slower students to complete the course in more than the normal three semesters without penalty. Accordingly, the number of "F's" received by MCEF students is much smaller than that received by control group students. Very few "D's" have been granted; instead, students were given the necessary additional time they required to meet the minimum standards without prejudice. It is a demonstrated positive feature of MCEF that students are not generally permitted to move on to a higher level course with the shaky control of the subject matter signified by the grade of "D".

6.3 Comparison of Achievement

6.31 Comparability of Groups

6.311 Linguistic Aptitude

Because of the impossibility of assigning students to E or C groups on the basis of a truly randomized or match-pair procedure, we were forced to rely on the random character of course registration at Indiana University. A possible contaminating factor was introduced by the necessity of explaining to each prospective E enrollee the nature of the "experimental course" and how it differed from the conventional course, particularly with regard to grade and credit award. In the enrollment of the first E group, this requirement placed the MCEF staff in the uncomfortable position of having to "sell" the course in the sense that students had to be told that the course was neither more demanding nor more severe than the conventional course and that they would be able to make the transition to required second-and third-year French courses without any handicap. We feared, however, that students who were unsure of their ability to cope with an audio-lingually oriented course or who had had less than happy contact with foreign language learning previously, would shy away from MCEF. It could reasonably be anticipated that only highly motivated and gifted students would be attracted to the E sections.

To determine the comparability of the E and C groups, we decided to rely primarily on scores obtained in the Carroll-Sapon MLAT battery which we administered during the first week of classes. Various other measures were available: the AAT (Academic Aptitude Test), overall high school grade average, sex, age, previous experience in foreign language learning, but since our study focused on the implementation of a self-pacing partially self-instructional course rather than a comparison of achievement resulting from two different instructional treatments, we chose to single out one factor that had proven to be a good predictor of success in foreign language learning.[1] Table 2 shows that we were unusually fortunate in selecting E and C groups that appear well-matched with regard to language aptitude. We can be reasonably certain that differences in achievement at all points of the two alternative three-semester sequences can be ascribed to differences in overall treatment and that variations in the composition of the two groups being compared played no appreciable role.

Table 2.

Pre-test Scores (MLAT)

	MLAT Mean			Number	
E_{1a}	119.32				
E_{1b}	121.27				
Combined E_1		120.37		61	
C_{1a}	114.52				
C_{1b}	119.10				
C_{1c}	107.08				
C_{1d}*	131.95				
Combined C_1		117.63		85	
E_2**		116.83		69	
C_2		117.00		62	
E_3		115.43		64	
C_3		117.66		68	
Combined E			117.5		194
Combined C			117.4		215

*According to the original plan there would have been only three control sections. The fourth (a group of superior students) was added because of the relatively low scores of Control Sections a, b, and c.

**The experimental design was modified to eliminate the variable of the number of assigned laboratory hours for E groups. It proved difficult to maintain through three semesters a distinction which, furthermore, did not promise to yield any interesting data.

6.312 Attitude and Motivation

At a somewhat advanced stage of our experiment, at the suggestion of Wallace E. Lambert, we decided to collect data which would yield information about student motivation and attitudes.[2] A questionnaire that followed Lambert's very closely was prepared and administered to students of the E_3 group upon enrollment in the fall of 1963.[3] Unfortunately, it proved impossible to present this questionnaire to the control group so that attitude and motivation indices could not be used to help determine the comparability of the E and C groups. We plan to administer this questionnaire to terminating E_3 and C_3 students in January 1965. But any integration of consistently different responses on the part of E_3 and C_3 students as a whole will need to assume gratuitously that they started the course with similar attitudes and motivation. It will be possible, however, to determine for the E_3 group the relationship between linguistic aptitude and attitudinal and motivational indices on the one hand, and these last two factors and achievement on the other.

6.32 Preliminary Remarks

Before any attempt is made to compare the E and C groups with regard to the proficiency they acquired in French, a closer look should be taken at the problems associated with such comparisons and the variables which could distort the conclusions.

It is evident that no two French courses have exactly the same content. Structures and vocabulary presented by one course may be omitted in another. The order of presentation may also vary from course to course with the result that items common to two courses may still receive different amounts of emphasis. Two courses may also place varying amounts of emphasis on the several language skills even though they both set out to teach the same skills. One course may insist on a high degree of accuracy in pronunciation and devote a great deal of time to it, sacrificing, thereby, a certain amount of time which might otherwise be devoted to another skill such as reading. The other course might take the opposite tack and devote a great deal of time to reading and tolerate less accurate pronunciation.

Language proficiency is composed of many, varied components so intricately bound together that it is difficult to separate out each one for individual evaluation. For instance, it is impossible to test a student's ability to recognize a certain structure without, at the same time, testing his ability to recognize certain vocabulary items since the structure must be represented by sentences containing vocabulary items. The student's failure to recognize a key vocabulary item would result in his missing the question even though he might be quite familiar with the structure the question was trying to test. A student's failure to answer such a question correctly could be interpreted either as unfamiliarity with the structure or unfamiliarity with the key vocabulary items.

The attempt to test one language skill frequently becomes involved in testing other skills. A test of listening comprehension which requires a student to select among written answers assumes, ofter wrongly, that the student can read those answers. Only if all the students can read the answers perfectly and with ease is the reading skill eliminated as a variable. Otherwise, the student who is able to understand perfectly what he hears may still not be able to mark the right answers if he cannot read the answers.

Because of the impossibility of equating two courses of language study and because of the impossibility of making valid comparisons of proficiency between groups which have been trained by different courses, very few attempts have been made to do this.[4] The following comparisons are not in any sense intended to prove that either the MCEF treatment or the conventional treatment is superior with regard to course materials. For the reasons stated above, no such conclusions can be drawn from the data. The purpose of the present study, as set forth in the contract, was not to evaluate course materials, as was commonly thought even among some of those associated with the administration and evaluation of the study.[5] The purpose of the study was only to test the feasibility of a certain administrative organization. Different materials were developed and used only because no one set of materials was adaptable to both administrative organizations. The comparisons presented below are given only as a rough indication that the novelty of MCEF course organization did not have a detrimental effect upon student achievement.

6.33 Testing Instruments

Our conclusions with regard to differences in achievement between the E and C groups are based exclusively on results obtained in the only external, hence objective, test batteries available. When the project was begun in the fall of 1961 the only suitable tests were the Educational Testing Service (ETS) Cooperative French Listening Test and the very traditional ETS Cooperative French Test; both of these tests were available at an elementary and advanced level. Fortunately, in the fall of 1962, a broader test battery that comprised tests of speaking ability and writing proficiency, in addition to listening comprehension and reading ability, became available in preliminary form at a lower level (destined for students with up to two years of high school French) and at a higher level (destined for students with up to four years of high school French). These test batteries distributed by ETS had the added advantage of being backed by the professional organization of our field, the Modern Language Association (MLA) and, in fact, had been developed under terms of a contract between the U.S. Office of Education and the MLA. At the end of the first semester for each of the three successive E and C groups, tests of pronunciation accuracy and speaking proficiency, prepared and scored by the MCEF staff, were administered to E and C group students. At the end of the second semester of the first run of MCEF (i.e., E_1 and C_1 groups), a more comprehensive test battery, including a speaking proficiency test prepared by the MCEF staff but scored by a combined group of MCEF and conventional instructors in the ratio of 1 to 2, respectively, was administered to E_1 and C_1 students. Clearly, these tests tended to favor E_1 students, and since we wished to present uncontroversial evidence, we decided not to make the administration of locally prepared tests a regular feature of the experiment. These were used only when no external measures were available. As it turned out, none of the ETS-MLA tests used applied equally well to both groups. The discussion of each of these types of tests will indicate some (but certainly not all) of the invalidating differences between the groups.

1. Listening comprehension. The greater amount of time devoted to this skill by MCEF students was an advantage on these tests, though it was offset by their smaller vocabulary and more limited repertoire of structures. MCEF students had been trained to comprehend very rapid, informal French (a more difficult style to master), but any superiority they might have been supposed to have in this area was not measured by these tests since they were spoken slowly and formally and allowed long pauses for the choice of answers so that immediacy of comprehension was not measured. The greater emphasis placed on reading in the conventional program

was an advantage to the C groups since the test required the students to make choices among written answers.

2. Speaking. The speaking tests, in general, tended to favor the MCEF students since they had devoted more time to the skills tested and were more accustomed to the use of the language laboratory where the tests were administered. These advantages were again partially offset by their limitations of vocabulary and structure, by the fact that these tests were also presented in slow, formal style to which they had not been trained, and by the fact that the tests did not measure speed of response or, in general, fluency.
3. Reading. The reading tests clearly favored the students of the conventional program where more emphasis was placed on this skill. Again, their larger vocabulary was an advantage.
4. Writing. Writing tests again favored the students of the conventional groups for much the same reasons as in the reading test.

Information perhaps as valuable as performance in achievement tests might have been obtained had psycholinguistic tests of the type developed and used by the University of Colorado German Experiment[6] been available for French. These tests attempted to probe into two areas of psycholinguistic response: degree of habituation at the semantic level and motivational and attitudinal factors. The first area which makes use, among others, of techniques resulting from the application of Charles E. Osgood's concept of the semantic differential,[7] would provide information with regard to the relative depth of acquisition of the structures of the target language, both surface and deep. The second area would help determine to what extent the student's attitudes toward the target language community, in particular, and foreign cultures, in general, had been modified in the process of learning the foreign language and whether instruction had caused a shift in motivation from, say, the instrumental to integrative orientation.

6.34 Test Results

6.341 E_1 and C_1 Groups

At the end of the first semester a final examination battery consisting of (1) the ETS Cooperative French Listening Test, Form A and (2) the ETS Cooperative French Test, Elementary Form R was administered to both the E_1 and C_1 groups. In addition, a locally prepared oral production test was administered to the E group only. This test and the ETS battery were to constitute the semester final examination for the E group. The ETS battery was administered to the control sections two weeks prior to the end of the semester during regularly scheduled class sessions since it was impossible to schedule these during the examination week. The students were advised that the results of these tests would be used in determining their grades, although, in fact, they were disregarded by control section instructors. It was not possible, for reasons of administration and scheduling, to administer the oral production test to the control sections.

The Cooperative French Listening Test appears to test considerably more than what the title suggests. Much of the test was dependent upon vocabulary recognition, e.g., sentence completion. The section of multiple choice questions based on a long passage seems to test IQ and memory as much as it does comprehension. Throughout the test the use of printed response alternatives introduces the element of reading ability.

The mixed nature of this test and the size of the standard error of difference (7 raw score points out of a possible 42) makes it difficult, if not impossible, to compare the auditory comprehension of the experimental and control groups or of individual students. The scores compared as follows:

	Experimental	Control
N(umber of students)	56	77
Median (score)	168	176
Mean	170	178
Range	160 - 220	164 - 204

The Cooperative French Test was felt to be a fairly reliable measure of passive vocabulary control and reading ability.

	Experimental	Control
N	56	77
Median	34	44
Mean	33	45
Range	10 - 72	28 - 66

At the end of the second semester Forms B and Q, respectively, of the same ETS battery were administered to both groups. In addition, a locally prepared battery was given. It consisted of the following parts (a copy of this test is provided in the Appendix of this report):

A. Comprehension

1. Oral Comprehension

   a. Student heard a sentence in French and was to select an identical sentence from three succeeding recorded sentences. 10 items.

   b. Student heard a sentence in French and was to select the sentence he heard from four sentences written out on the answer sheet. 10 items.

   c. Student heard a question in French and was to select the correct answer from three succeeding recorded responses. 10 items.

   d. Student heard a question in French and was to select the correct response from four possible responses on the answer sheet. 10 items.

e. Student heard a statement in French and a question relating to it and was to select the correct answer from three succeeding recorded responses. 10 items.

f. Student heard a statement in French and a question relating to it and was to select the correct answer from three possibilities on the answer sheet. 10 items.

2. Recognition of Grammatical Signals

Student heard 20 present tense verb forms and then 20 adjectives and was to indicate whether the verb forms were third singular or plural and whether the adjectives were masculine or feminine.

3. Phoneme Discrimination

Student heard 25 French utterances and was to identify the vowels of specified syllables.

B. Oral Production

1. 20 utterances to be mimicked by the student and recorded.

2. 20 transformations and substitutions to be performed by the student and recorded.

3. 5 general questions to be answered by the student and recorded.

4. Student was given a picture and required to verbalize on it for 30 seconds.

C. A test on the structure of French and related cultural items consisting of 25 multiple choice questions.

The entire battery, consisting of the two ETS tests and the local tests, was administered to both the control and experimental groups during the last two weeks of classes since it was impossible to schedule such a variety of tests during the final examination period. The test battery served as a final examination for the experimental group. The students of the control group were advised that the test scores would be used in determining their final grades. The vocabulary items and grammatical patterns of local tests A and B above were selected in such a way as to ensure that neither group would be favored in these areas.

3

To evaluate the student tapes for the oral production test, a group of judges was chosen consisting of 5 members from the project staff, 5 instructors from the staff of the traditional program and two neutral faculty members not connected with either program but with traditional orientation. A two hour orientation session was held in which selected tapes were played and procedures and norms for evaluation were established. The group was then divided into pairs to proceed with the evaluation at their convenience. Four of the teams were composed of one member of the traditional staff and one from the project staff. One of the neutral members worked with a member of the project staff and the other with a member of the traditional staff. Each pair was instructed to divide its work between tapes of experimental students and control students to ensure fair evaluation.

Results of these tests are listed below:

Cooperative French Listening Comprehension Test - Form B

	Experimental	Control
N	39	49
Median	180	189
Mean	182	190
Range	164 - 213	174 - 209

The difference between the mean scores is practically the same as the difference between the mean scores at the end of the first semester.

Cooperative French Test - Elementary Form Q

	Experimental	Control
N	38	48
Median	44	61
Mean	44	61
Range	15 - 62	43 - 78

The increase of the difference between the mean scores over the difference at the end of the first semester might be attributed to the increased emphasis placed on reading in the traditional program during the second semester.

Oral Comprehension and Phoneme Discrimination Test*

	Experimental	Control
N	39	39
Median	90	77
Mean	90	75
Range	66 - 114	54 - 93

*Maximum Score: 125

Oral Production Test*

	Experimental	Control
N	37	39
Median	49	34
Mean	49	33
Range	19 - 77	14 - 57

*Maximum Score: 100

Structure of French and Related Cultural Material Test*

	Experimental	Control
N	39	39
Median	13	8
Mean	12	8
Range	5 - 19	0 - 12

*Maximum Score: 25

The following battery of tests was administered to the E_1 and C_1 groups at the end of the Fall Semester 1962-63. This represented the completion of three semesters of French for both groups.

1. MLA Listening Comprehension Test - Higher Level C
2. MLA Speaking Test - Higher Level C
3. MLA Reading Test - Higher Level C
4. MLA Writing Test - Higher Level C

A shorter modified version of this battery is now available from the Cooperative Test Division of ETS so that we shall not describe the composition of the constituent tests. We should like to point out, however, that unlike the revised standard version, scoring of the speaking and writing tests was performed by ETS, thus ensuring a greater reliability than is possible when the scoring is attempted by local instructors.

We consider that the MLA Listening Comprehension Test shows the same weaknesses as the ETS Cooperative Listening Test, namely, that comprehension is still tested indirectly through reading comprehension. The Speaking Test, as was pointed out in 6.33 above, does not provide indices of rapidity of oral response, fluency, or ability to respond verbally in a natural communication context, i.e., speaking ability is tested independently of comprehension. There is also a heavy reliance on visual stimuli. Finally, the entire battery is designed to rank students with regard to each other rather than to measure relative proficiency using an educated native speaker as the basis of comparison. Another type of achievement test would evaluate the degree of control of a stated number of linguistic features, including indices of automaticity and speed of reaction in various types of situations as well as the ability of the student to transfer his knowledge to natural conditions of language use. We suspect that the differences between E and C students would be more striking in these areas.

Comparisons*

	N	Mean	Median	Range
1. **Listening Comprehension**				
E_1	25	21	19	12 - 36
C_1	21	22	22	12 - 34
2. **Speaking**				
E_1	25	49	52	14 - 85
C_1	19	47	47	29 - 65
3. **Reading**				
E_1	25	16	16	9 - 27
C_1	23	28	26	16 - 37
4. **Writing**				
E_1	25	46	44	19 - 86
C_1	23	54	54	31 - 72

*Discrepancies in the numbers under the N column are due to absences of C_1 students. Since C_1 students had to take the tests outside of class, they received a token compensation and were given two alternative evenings to take each of the four tests of the battery. By the third semester C_1 students had scattered in more than twenty sections of second-year French courses and, since the control instructors neither made the tests obligatory nor considered the scores in computing final grades, it proved difficult to gather all C_1 students continuing in French. That we were successful in persuading so many to continue in the experiment is truly amazing and is proof of the intensity of the Hawthorne effect we were able to build up in the C group.

6.342 E_2 and C_2 Groups

The following tests were administered to the E and C groups at the end of the first semester:

1. Cooperative French Test - Elementary R
2. MLA Listening Comprehension Test - Lower A
3. Oral Production Test (prepared locally)

Comparison

1. Cooperative French Test

	N	Mean	Median	Range
E_2	57	27	25	11 - 56
C_2	52	44	46	18 - 69

2. MLA Listening Comprehension Test

E_2	64	20	18	9 - 37
C_2	51	22	26	14 - 40

The wide difference between these scores is felt to be attributable in large part to the fact that reading was deliberately withheld from the experimental section for the initial period of the course and was not specifically taught at all prior to this test. The difference in performance on these tests by E_2 and C_2 students is not significant since the standard deviation for these tests is 7 raw score points.

3. Oral Production Test

E_2	60	20	19	10 - 34
C_2	36	19	19	8 - 30

The test consisted of 30 items in three sections of ten each. In Section 1. students mimicked sentences and were scored on their pronunciation of items in the final syllable. Section 2. differed only in that the items to be scored were in various positions in the sentence. In Section 3. the students were required to perform a grammatical task (transformation of the verb of the sentence from plural to singular) in addition to pronunciation. The item to be scored was again in the final syllable. In addition to these 30 points, students were rated as to their overall quality of pronunciation on Sections 1. and 2. on a 0-3 scale. This made a total of 36 points. The scoring was done by a group of instructors representing the conventional staff as well as the experimental staff and one native speaker who not an instructor in either program. This test differed from the one administered to the E_1 and C_1 groups at a comparable point in the course sequence. The change was motivated by the radical modification introduced in the materials used by the E_2 group.

The following battery of tests was administered to the E_2 and C_2 groups at the end of the second semester of 1963.

1. MLA Listening Comprehension Test - Lower Level B
2. MLA Speaking Test - Lower Level B
3. MLA Reading Test - Lower Level B
4. MLA Writing Test - Lower Level B

Test	N	Mean	Median	Range
1. Speaking				
E_2	45	49	47	15 - 81
C_2	22	47	40	25 - 81
2. Listening				
E_2	45	23	23	11 - 43
C_2	22	29	28	14 - 47
3. Reading				
E_2	44	23	22	9 - 43
C_2	23	34	35	18 - 47
4. Writing				
E_2	44	48	45	0 - 88
C_2	23	64	64	30 - 96

In evaluating these results it must be kept in mind that the E_2 and C_2 groups are not immediately comparable. The C_2 group is smaller, in part because of failures at the end of the first semester, whereas the E_2 group retained a number of weaker students who, presumably, would have failed in the conventional courses. As a result, the E_2 group is presumed to contain a higher proportion of weak students than the C_2 group. To what extent this is true is impossible to ascertain with any degree of accuracy since the reasons for dropouts depend upon many factors.

If an adjustment is made in the E_2 scores by removing the scores of the 9 students who received a grade of Incomplete the following figures are obtained:

E_2 Group - MLA Lower Level B

Test	N	Mean	Median	Range
Speaking	36	54	52	23 - 81
Listening	36	26	26	11 - 43
Reading	35	26	26	10 - 43
Writing	35	53	48	25 - 88

Even when the reservations expressed above as to the validity of this adjustment are taken into consideration, the effect of the poorer students retained in the E_2 group upon the class average is apparent.

At the end of the third semester, the MLA Higher Level C battery was administered to groups E_2 and C_2. The results tabulated below show both E_2 end of third semester results and adjusted results which include scores achieved after the removal of Incompletes.

MLA Higher Level C

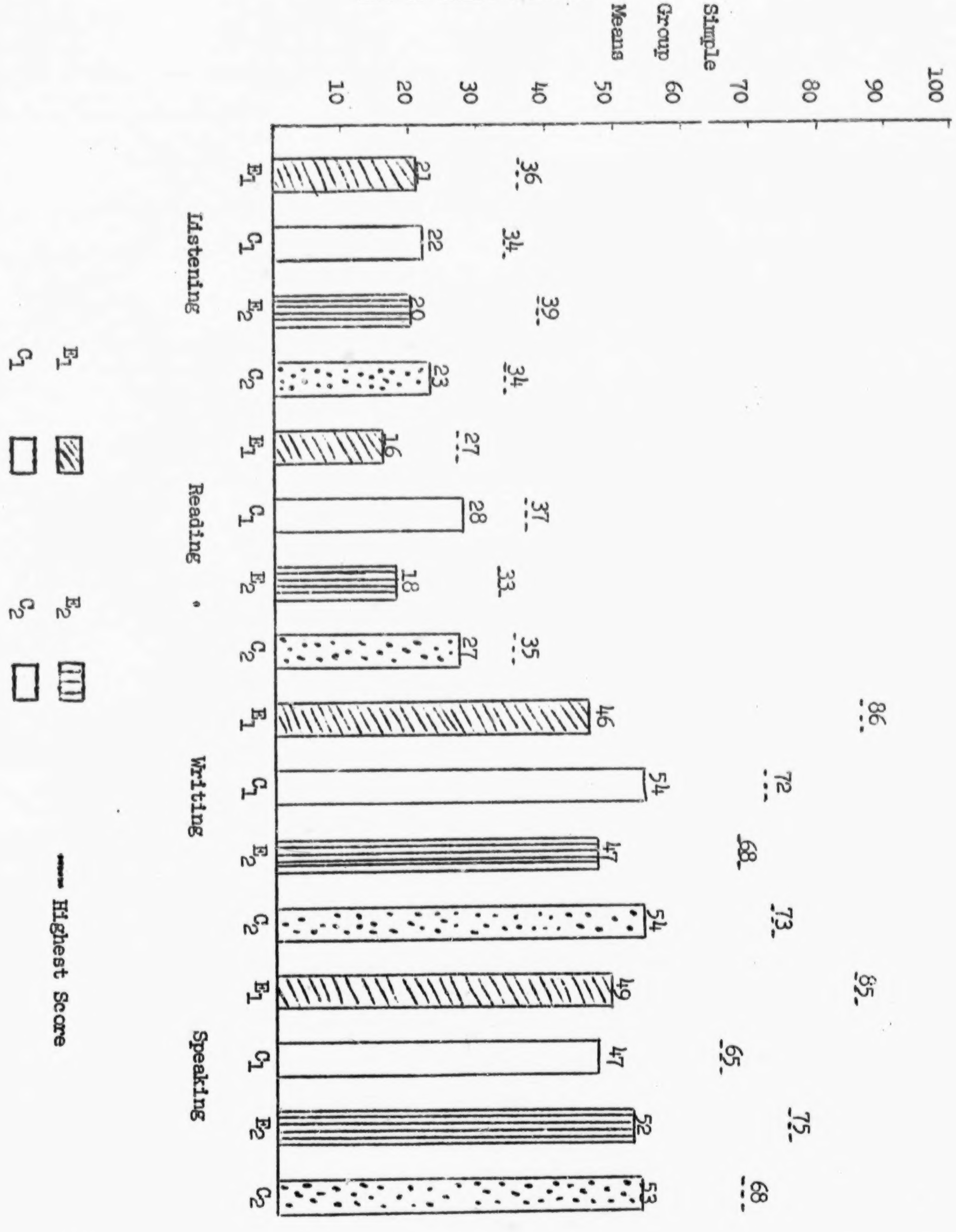
Test	N	Mean		Median		Range	
		3rd Sem.	Adj.	3rd Sem.	Adj.	3rd Sem.	Adj.
1. Speaking							
E_2	22	52	52	54	54	25-75	25-75
C_2	14	53	--	58	--	31-68	-----
2. Listening							
E_2	27	19	20	17	18	10-39	10-39
C_2	16	23	--	24	--	13-34	-----
3. Reading							
E_2	27	17	18	16	17	6-33	6-33
C_2	16	27	--	27	--	22-35	----
4. Writing							
E_2	27	45	47	43	48	12-68	12-68
C_2	16	54	--	57	--	28-73	-----

Table 3 presents a comparison of adjusted E_1/E_2 and C_1/C_2 scores on the MLA Higher Level battery.

Table 3.

MLA Higher Level C

End of Third Semester



6.343 E_3 and C_3 Groups

The following tests were administered to the E_3 and C_3 groups at the end of the first semester:

1. MLA Listening Comprehension Test - Lower A
2. MLA Reading Test - Lower A
3. A speaking test prepared locally in which students were required to perform grammatical transformations, describe pictures, answer questions and ask questions within prescribed time limits.

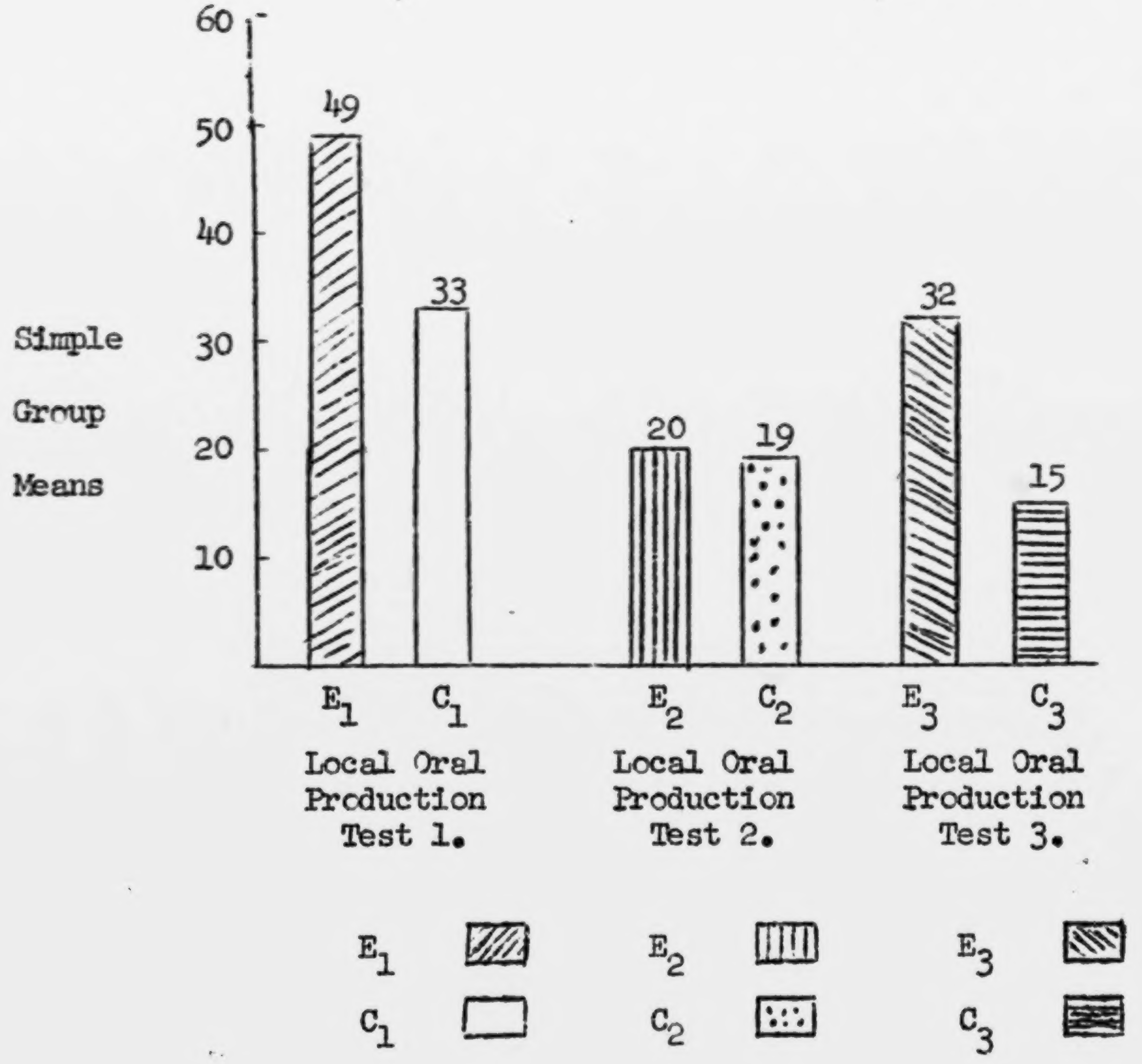
Comparison

Test		N	Mean	Median	Range
1. MLA Listening					
	E_3	60	21	20	9 - 46
	C_3	53	25	24	14 - 37
2. MLA Reading					
	E_3	60	16	15	8 - 41
	C_3	53	26	26	14 - 44
3. Local Oral Production					
	E_3	60	32	32	10 - 47
	C_3	50	15	16	5 - 25

Table 4 shows a schematic comparison of performance on locally prepared and scored oral production tests on the part of all three E and C groups. It should be remembered that all three tests differed considerably from each other and no comparison is possible between one run to another, i.e., between E_1 and E_2 or C_2 and C_3. The most noteworthy fact is that E groups generally perform better than their C match-group in all three instances.

Table 4.

Local Oral Production Tests



At the end of the second semester the MLA Lower Level battery, Form B was administered to groups E_3 and C_3. The results were as follows:

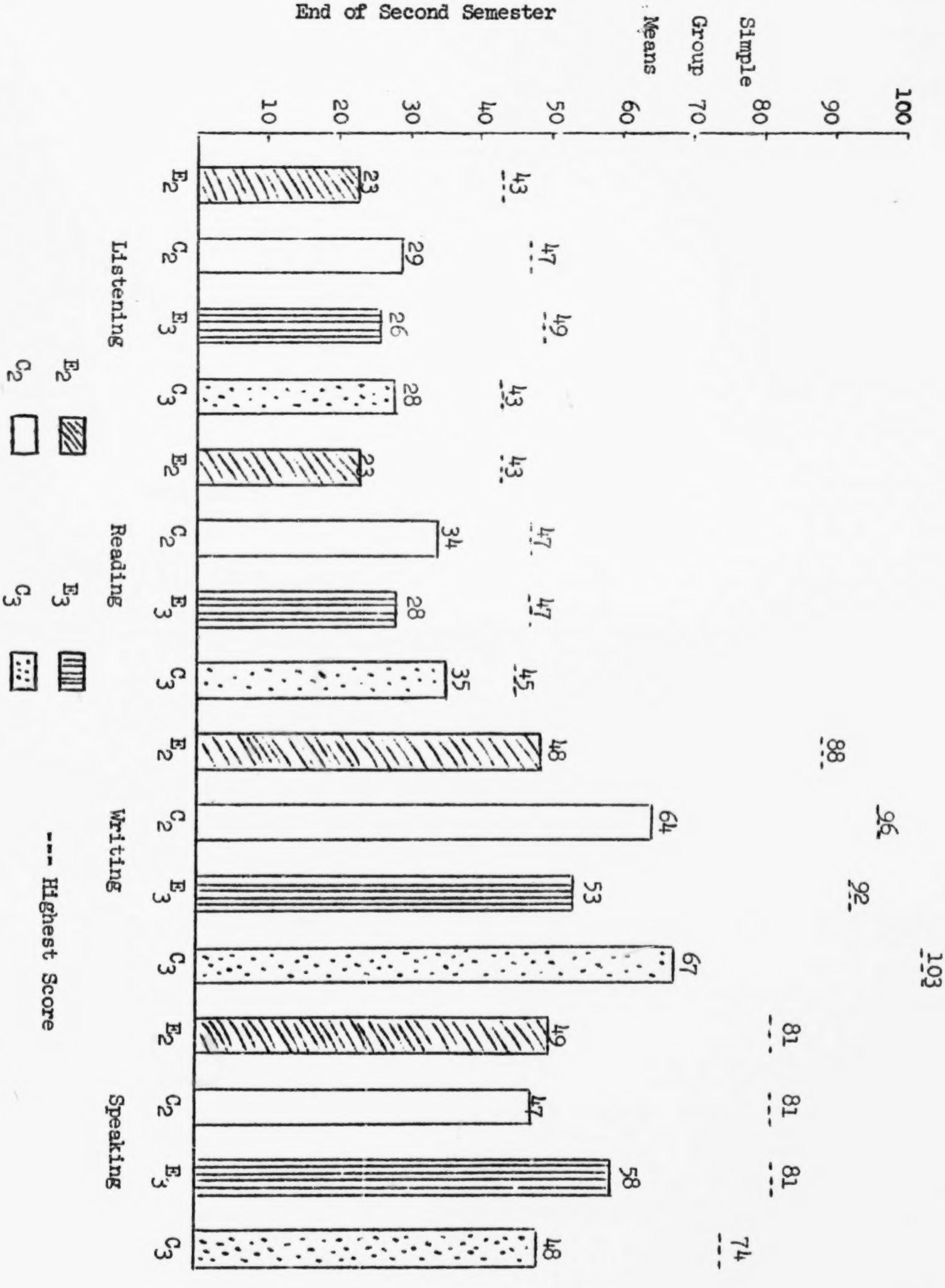
Test	N	Mean	Median	Range
1. Speaking				
E_3	45	58	57	17 - 81
C_3	35	48	48	27 - 74
2. Listening				
E_3	46	26	25	12 - 49
C_3	35	28	28	13 - 43
3. Reading				
E_3	46	28	30	10 - 47
C_3	35	35	37	23 - 45
4. Writing				
E_3	46	53	53	22 - 92
C_3	35	67	64	41 - 103

Table 5 below compares the results obtained on the MLA Lower Level B by E_2/E_3 and C_2/C_3 groups.

Table 5.

MLA Lower Level B

End of Second Semester



6.35 Summary

It cannot be determined exactly to what extent the various tests favored one group or the other, but since the results obtained on the tests are in general agreement with what one would expect, considering the differences between the content and emphasis of the courses, it seems safe to conclude that the differences between the groups, as measured by the tests, was caused by the differences in course content and emphasis and not by the differences in course organization. One might also cautiously conclude that the MCEF students were not hindered in acquiring French by the course organization and that they approached the goals set for them as nearly as the students in the conventional groups approached theirs. Since the results are in agreement with the content and emphasis of the courses, it seems safe to conclude further that, by modifying the content of MCEF, the achievement of the students on each of these tests could be made to approximate the achievement of the conventional groups if the goals of the conventional program were accepted as more valid. The general increase in proficiency of the MCEF students from year to year, compared with the rather stable levels of the conventional groups as measured by these tests, would support this conclusion. The question of establishing goals for the study of French, however, lies outside the realm of this study.

One might also point out that all E groups exhibit a wider range of performance than corresponding C groups. Slower students are being retained longer in the course instead of flunking out, and more gifted students are given the opportunity of learning more in a stated period of time. It is noteworthy that some of the highest scores posted by E students were attained within only two semesters. In the skill that is particularly stressed by MCEF, speaking, both E groups have registered highest scores that are significantly superior to those scored by the C groups; in the passive skills (listening comprehension, reading, writing) all one can conservatively state is that the highest scores show no significant difference. See Table 6 below.

Table 6.

Highest Scores in MLA Higher C Battery

	E_1	C_1	E_2	C_2
Listening	36	34	39	34
Speaking	85	65	75	68
Reading	27	37	33	35
Writing	86	72	68	73

6.4 Instructor Reactions

The graduate associates who were selected to teach the MCEF display sessions fell into two broad categories: experienced instructors and neophytes. The former, because of their dissatisfaction with conventional teaching experience, were initially sympathetic toward the new approach. How successful these instructors were was determined by their degree of proficiency in spoken French and their commitment to language teaching, particularly in that aspect of the profession that deals with the preparation of pedagogical materials and the implementation of instructional techniques. Neophytes were quite apprehensive and sceptical at first. They questioned, particularly, the ability of the "machine" component of the course to impart good pronunciation and fluency in oral expression. All of them eventually became quite enthusiastic about the new approach and were convinced of the eventual practicality of a foreign language method utilizing self-instruction and freeing the student from conventional lockstep progress. Many of those who witnessed the acquisition of pronunciation habits superior to theirs on the part of a sizable group of students were ready to accept the "machine" as a partner. Again, the most enthusiastic neophytes were those who possessed initially a high degree of proficiency in spoken French and who were sufficiently prepared and interested in matters pedagogical and linguistic to make positive contributions to various aspects of the project rather than merely to follow directives.

All instructors were invited to comment freely on all features of the courses during the regularly scheduled weekly meetings. They were also asked to prepare a brief evaluative statement that stressed their reaction to the new role MCEF imposed on the teacher and their relationship with the self-instructional component of the course and the student.

For most graduate associates what distinguished MCEF from French courses they had themselves taught or had been subjected to was the attempt to come directly to grips with teaching problems and to define very honestly the nature of the classroom teacher's contribution to the foreign language learning process:

> MCEF has impressed me as a step in the direction of sincerity in the field of elementary language instruction. All too often in beginning language instruction the student is exploited by being told that he is being taught when, in reality, his textbook presents him only with a list of what he is to learn and a set of puzzles, but with next to no help in learning. The teacher may try, if he is sincere, to teach the student, but with inadequate materials and twenty-five students in the class, frustration is bound to be his lot.
>
> MCEF, on the other hand, tries sincerely, though imperfectly, to teach the student rather than just requiring him to learn as best he can.

All participating instructors soon came to realize that by eliminating rote memorization and drill from the classroom, the teacher's task became, at the same time, more interesting but more demanding. In MCEF the teacher could assume that the student had acquired and manipulated new linguistic patterns. He also knew that the student had been exposed to the authentic pronunciation and native fluency of a variety of recorded speakers. On the one hand, he knew that his responsibilities were limited to verifying pronunciation and helping students whose power of mimicry and phonetic memory were weak to closer approximation of correct models, but on the other, he soon discovered that the gifted student was quick to notice deviations from the correct model provided by the "machine".

It is generally assumed that a total control of the contrastive material of a language and fair imitation of secondary phonic features are acceptable minimum prerequisites for FL teaching at the elementary level, and that grammatical patterns and vocabulary can be acquired as one goes along. Our experience with MCEF suggests, on the contrary, that the reverse priority of skills is required. Pronunciation inaccuracies on the part of display session instructors are undesirable not because the student who has intensive exposure to native models in the language laboratory risks being contaminated, but because they slow up the instructor's rhythm of phonation. Genuine conversation requires spontaneous and rapid-fire reactions among interlocutors, and in this context a two-second silence can seem an eternity. If the instructor is to involve the students in some sort of conversational activity and bring them to "behave" the language as they speak, he must produce sentences at a rapid rate that demands automaticity of generation. Unless the instructor has previously acquired the ability to generate grammatically correct and stylistically congruent sentences and only these sentences--and this represents a high level of achievement indeed--he will provide incorrect models for student analogies and teach "Franglish," a language spoken in many of our French classrooms, rather than elicit the genuine French taught by the auto-tutor. While most of our instructors were conscious--often too self-conscious--of their deficiencies at the level of pronunciation, they failed to realize their shortcomings in the higher levels of French syntax. Many commented that MCEF constituted an "existential" method of instruction since the teacher was forced to bare his competencies--or lack of them--before his students and could not seek refuge behind many of the façades conventional FL **teaching** affords.

> The new role of the teacher in MCEF presents a challenge to the teacher to be competent and prepared since, if he follows the intent of the program, he cannot cover up his inadequacies with lengthy technical discussions of grammar points and other things with which it is customary to pad out a conventional class. The unexpected turns of free conversation make it impossible for the incompetent teacher to take refuge behind a neatly delineated lesson plan.

Surprisingly, it was felt that the initial stage of MCEF, the stage when the student must be led to converse with a small linguistic inventory, was the most difficult for instructors used to conventional teaching.

> Participation in MCEF as a display session instructor presupposes the following limitations which differentiate it from traditional teaching of conversational French: a thorough knowledge of the specific material that the student acquires in the laboratory. (In traditional teaching, the instructor draws at random from his experience and general knowledge of the subject matter.) Since the instructor is dealing with a limited amount of material--at least for the first several months--his role as "teacher" is strictly delimited. The display session instructor does not teach: he is an auxiliary to a teaching machine; he is a manipulator and a coordinator. Because the role of the display session instructor is more clearly defined and hence more restricted than that of the conventional role of the "teacher", it is more difficult. Teaching MCEF is not only more difficult because the instructor is restricted to a small body of material which forces him to be more resourceful and imaginative, but also because the traditionally oriented teacher must repress and subordinate his previous role as "teacher" i.e., as the prime source of information and authority.

In MCEF the teacher must learn to work as a member of a team, the most important members of which are the student and the self-instructional materials. He must repress the urge, as soothing as it may be to the ego, to play the title role.

> MCEF made me realize how much of a "ham" one tends to be in a traditional classroom situation (a role that most teachers probably enjoy), but more significantly, however, how much time an instructor (in a traditional conversational French class) wastes by doing most of the talking himself. MCEF has clearly demonstrated to me what should be obvious but which is more

often than not disregarded by most teachers: students can only learn to acquire and control near-native fluency in the target language if they themselves communicate. MCEF has dramatically shown that the display session is not a forum for the instructor to display his knowledge. I again make this point since in my own case, subordination of the conditioned role of "teacher" was difficult to overcome. In a way--perhaps because the ham actor instinct was not entirely repressed--I had to assume the more passive role of a "manipulator" of structure. The display session instructor then acts rather like a behind-the-scenes politician. In this sense, the instructor, while controlling his students, lets them in a way become his mouthpiece. This more than makes up for the loss of ego or prestige or what-have-you that the traditional teacher faces when he realizes that playing the part of the behind-the-scenes politician is far more challenging than that of the front running candidate.

Compensation for a more reduced function comes in the form of the realization that MCEF makes it really possible for the students to use the language.

One of the most satisfying aspects of the MCEF program is that the instructor receives a ready-made package when his students are sent to him for a display session. His "charges" have already absorbed a certain amount of structure and phonology which has been taught by the machine. The display session then becomes a period not of classroom drill (which is inevitable in a traditional classroom situation) but a period of real conversation. Although the parallel is outrageous, a fellow instructor remarked that letting the machines do the dirty work of drill and teaching would almost be as good as getting a baby only after diaper service was no longer needed. His point is well made. Teaching mechanical things is sheer drudgery. Teaching conversation becomes enjoyable and profitable only after some mastery of the fundamentals has taken place. This the machine does in MCEF remarkably well. Display session time is left for better things than drill.

I have never before experienced the situation of near-natural conversation in a traditional class. Conversation courses I have taken myself and have taught never went beyond the most artificial of contrivances--too much time had to be spent in the mastery of fundamentals. In MCEF, students were able very soon to transform patterns that they had learned in the laboratory into correct sentences in the display sessions. This often resulted in highly successful verbal duels among the students and a feeling of real accomplishment on the part of student and instructor alike. Because of continuous conversation (and the informality of the display session itself) the student soon lost the initial self-consciousness he may have started out with.

All instructors felt that one of the weaknesses of the program was the inability of the display session teacher to have a complete view of the course from start to finish. Because materials were constantly in the process of revision, it was impossible to put the complete course syllabus in the hands of the instructor. Students soon became conditioned to think of the course objectives in terms of a specific number of units which had to be completed. Often it proved impossible to tell the student the number of units which constituted the course or which could be considered to be equivalent to a credit-granting norm at the end of a semester.

> Weaknesses of MCEF, as it has been used so far, include our inability to state specific goals for the students in terms of how much they should expect to learn in a given period of time, resulting in a continual uncertainty on their part. Uncertainties with regard to policy as it evolved also hampered the effectiveness of the program. These weaknesses should be taken care of in order to achieve maximum effectiveness from the program in an operational context.

These uncertainties resulted from the very aims of our project: the "evaluation and implementation of a Multiple-Credit French course." Administrative policies had to be formulated with due consideration to the realities a large university context imposed and solutions which became unwieldy or unjust had to be modified.

One of the sources of student and instructor dissatisfaction was the necessity of awarding grades ranging from "A" to "C" and the fact that two students who both received credit for a semester's work might receive different grades due to the fact that one had assimilated more--and generally more fully--units of the material.

> Discussion of the program leads to consideration of the goals. It would seem that the program's goals need to be clarified and more fully explained to the students. There was a great deal of misunderstanding on the part of the students about what was expected of them last year. Students somehow, through misunderstandings, no doubt, thought at the beginning of the year that they were to be judged entirely on their own merits and their own mastery of the subject; that is, that a student who completely mastered 5 units, working at his own rate, could make the same grade as a stu-

> dent who completely mastered 10 units, provided that both students were working up to their own capacities. Such an arrangement would be ideal, but it is, unfortunately, not the case. Students are, in fact, compared to other students. In the situation mentioned, the two people would not make the same grade. At any rate, students were under this misconception last year and it caused quite a lot of tension between students and display leaders. Many students felt that they had been deliberately misled, and display leaders were often placed on the defensive in an effort to clarify the goals and explain to the students what was expected of them and what was meant by the term "working at one's own rate." This was difficult to do since the goals were not always clear, even to the display leaders. Moreover, the leaders' lack of certainty tended to cause a breakdown in the students' confidence in the leader; such confidence is one of the essential elements of the display sessions. Nothing is more disconcerting to a student, whether "good" or "bad", than feeling that the teacher is only vaguely aware of classes' goals and future material and program.

Some instructors who considered that the function of an examination was to evaluate how much of the material presented in class can be regurgitated by the student, and that, in turn, one of the duties of the instructor was to "cram" the student for examinations, stated that the use of external tests not made available to the teacher prior to administration constituted a weakness of MCEF.

> Perhaps it would be a further advantage to the students if display leaders could rotate classes rather than remain with the same one throughout the semester. During staff meetings it was learned that all leaders used more or less the same techniques, but each leader probably favors certain techniques above others. Rotation would insure students against becoming used to the speech habits or teaching techniques, topics and methods of approach of one person.

We feel quite justified in concluding that the reaction of the human component of MCEF was unquestionably positive and that any fairly competent and conscientious teacher can very quickly learn to modify his conception of his role to make room for the teaching machine. Freed from rigid course schedules and relieved from tasks that taped native models, machines, and specialists of French linguistics can do more effectively, our teaching associates felt more confident and self-reliant than in their previous traditional role as sole master of a class, even though they are subjected to constant observation and constructive criticism.

More important still, they derived greater satisfaction from the more effective audiolingual training the course permits and the more personal teacher-student relationship of the display session. There could be no greater tribute than that paid by instructor D, considered the outstanding teaching associate in the traditional program prior to her volunteering for the Multiple Credit program. When offered a part-time teaching position in a notable women's college, she refused because: "I wouldn't want to teach French except the Multiple Credit way!"

6.5 Student Reactions

Student reactions were elicited formally by inviting E students to comment on various aspects of the course (materials, language laboratory, display sessions, individual rate of progress, etc.) upon completion of the program. The E_3 group was also invited to comment specifically on the SEF programmed course at the end of F102. Only about half of the students in the group answered the questionnaire with care; the others were content with such brief comments as "O.K.", "fine", etc. Many of the responses offered constructive criticism and, in no instance, did any student react in a negative way to all aspects of the course. At the beginning of the experiment some dissatisfied students complained directly to the department or to administrative offices but these reactions were never communicated to members of the MCEF staff except in the form: "students are complaining," "a lot of students say they're not learning to read," "according to the students the course is disorganized," etc. Here, it should be pointed out that the department does not have a formal channel for sounding out student opinion of its program of courses. It is, therefore, impossible to judge whether C students, if given the opportunity, judge the conventional elementary sequence more or less favorably than did E students with regard to MCEF.

It was initially feared that MCEF, differing as it did from the conventional approach in several ways, would meet severe resistance and dissatisfaction on the part of the E students. It was hoped, however, that the possibility to work at an individual rate, with the advantages it offers to both the more gifted and the slow students, would offset the anxiety and suspicion that radical instructional innovations evoke in students. The problem was compounded by the fact that MCEF involved only a small fraction of the students enrolled in the first three semesters of French and that quite naturally E students might resent their being selected as "guinea pigs" for something new and untried. It must be kept in mind that experimentation with instructional procedures is quite rare in the teaching of foreign languages at the college level. Generally, experimentation has involved the entire population of a language course or even an institution's total foreign language teaching program, so that there was only an E group and no corresponding control group.[8] In other instances, the entire population of a language course or program participated in an experiment as either the E or the C group.[9] Of considerable importance in the evaluation of student reactions is the fact that the department administratively responsible for both E and C courses considered the experiment a threat to the structure of elementary and intermediate courses and was inclined to magnify student dissatisfaction rather than to seek means to prevent it or reduce it when it manifested itself.

6.51 Audiolingual Emphasis

The major problem was the fundamental incompatibility between MCEF's emphasis on audiolingual proficiency and the department's covert primary objective of reading proficiency defined rather nebulously as "the ability to read the French literary masters in the original by the beginning of the third semester." The F101-F102 course description does mention that considerable stress is placed on audiolingual skills but final examinations do not contain any formal test of spoken proficiency. Students who completed MCEF were required to take a three-semester hour reading course to complete the language requirement. In this course audiolingual proficiency was not generally recognized and E students were handicaped vis-à-vis students who had been enrolled in the conventional elementary courses. In addition to a sudden shift of emphasis, E students had to adjust to lockstep teaching and a different system of grade and credit award. Predictably, E students were deeply concerned about the lack of training in reading in the early stages of MCEF and rightfully felt that they were being treated unfairly.

6.52 Individual Rate of Progress

The ability of each student to progress at his own pace, rather than being locked to that of the average student was clearly the feature of MCEF that appealed most to participating students, particularly the slower ones. In fact, the more gifted students tended to benefit even more from this feature since it saved them time as well as money.

> I like the way we are learning French. I think it is much easier to be able to learn at your own rate.
>
> I think that the way we are learning French in the lab is better than in an ordinary French class because the material is not being rushed on you. You can go at your own speed and I think this gives you a chance to learn things better.
>
> You have more individual attention; when you are in a large group you might not pick up things as fast as others.

6.53 Lack of Specific Goals

The flexibility of course structure introduced by freeing individual students from dependence on a course outline was felt by many to have one disturbing side effect. Participating students felt that they were cast adrift and that the course instructors and administrators failed to supply needed direction and orientation. This feeling was shared by some of the display session instructors and is best rendered by the following citation from an E_2 student's final report.

> I feel like I and others have failed to learn in this course for the simple reason that the course never set up definite goals or a definite program of what the course was to do. I believe that, in essence, this is a good course. I like the method and had I learned more I would say this course was a success. . .Lack of definite goals by you left me with a lack of a definite goal.

Several factors contributed to this feeling of insecurity experienced not only by mediocre but by some good students as well.

First, the materials prepared in conjunction with MCEF differed strikingly from textbooks and syllabi students used in previous foreign language courses or other college subjects. All of the various programs tried out with MCEF contained neither tables of contents, vocabularies, nor grammatical appendices and students were disoriented by the obvious lack of precise, though often illusory, road markers of linguistic progress. Second, at no time was a complete three-semester sequence of materials completely ready when a new E group enrolled. It was impossible for the members of the staff to answer the most frequent question students posed: "How many units of the material must we complete in order to receive full credit for the course?" Third, the fundamental premise of MCEF, namely, that students be permitted to progress at an individual rate, made it impossible to publish class schedules and to force students to adhere to them. In the last semester of the E_3 run, we devised a procedure that seems to satisfy the students' need for some direction and control, while at the same time, it does not deny the educational philosophy of MCEF. Students were issued a Progression Chart which listed the units of the materials contained in the complete three-semester course. They were asked to fill in the dates at which they realistically expected to complete a given unit of material. The Progression Chart was then submitted to the course supervisor and display session instructors were required to check periodically on student progress. If a student violated, as it were, the contract he had freely entered into, he was scolded by the course supervisor and pressure was put on him to make up lost ground. This procedure promises to be particularly effective for students who have high linguistic aptitude but who seem incapable of prolonged effort or independent study.

6.54 Credit by Examination

Perhaps the most demoralizing factor in the implementation of MCEF was the determination of semester final grades and credit award on the basis of performance on external objective examinations rather than an examination based on course syllabi and content. As expressed by an E_3 student:

> My major objection to the program is that we are not tested on what we have learned. It is like taking a final exam in Greek History. If standard tests are to be given to see how we compare with conventional classes, this is fine. But when given this exam as a test of what we have learned, it is definitely incongruous. Tests for grades should be given over the material covered--[they should not be prepared by] someone who doesn't even know what we've had!

The student is objecting primarily to the reading and writing sections of the MLA Lower B battery which features examination procedures not familiar to E students and which, at that stage of MCEF, deal with tasks that have just been introduced.

6.55 Language Laboratory

Students agreed universally that the numerous malfunctions of the language laboratory equipment were frustrating and time consuming. The following comment summarizes the feeling of all students (and instructional staff).

> The machines and the trouble they caused were the most outstanding drawback of the program. The machines would often make the best study intentions seem useless.

Since students spend a minimum of five periods and generally a total of eight hours a week working in the language laboratory, the lack of a language laboratory and electro-mechanical devices suited to a course featuring heavy emphasis on audiolingual skills and self-instruction no doubt constituted the weakest part of the program and seriously reduced student learning and enthusiasm.

The recordings used in MCEF were produced under distinctly non-professional condition. But given the fact that the fidelity of the system was below recognized standards, the infelicities of recording did not prove annoying to the students.

6.56 Materials

As the E_3 group was exposed to the most refined set of materials, we shall limit our discussion to their comments on that part of the materials completed by most students at the end of the second semester, the SEF programmed set of twenty-two units. Comments on the Second-Level Units and the readers will be incorporated in the Second Final Report.

The student comments express, generally, mild enthusiasm for the dialogues that both precede and end each SEF unit. Some found that the dialogues introduced too many lexical items which had not previously been taught, but most thought that dialogues were comprehensible upon the first presentation and yet challenging, precisely because they required the listener to make educated guesses. With regard to pedagogical progression of the material, comments were varied and not always specific. Several students commented that at times the progression of the presentation was entirely too slow (no examples were given) although they acknowledged the necessity of repetition. Five of the students expressed dissatisfaction with the slow rate with which vocabulary items were presented. These students felt that at the end of unit 22, a more extensive vocabulary should have been acquired. Two or three students commented that they would have preferred an earlier introduction of the negative form. A few students felt that they should have been exposed to more than "two tenses". (This is only true if by "tense" is meant a morphological paradigm. The two sets presented were the present and imperfect indicative. But other means to express verbal modalities were taught: the passé composé and a variety of infinitive modal phrases, including the aller + infinitive phrase.) Generally, the student reaction was favorable. One student seems to have summed up what we believe most of the others expressed in varying degrees:

> I felt that the speed at which one could cover the material was greatly increased due to the logical placement of the introduced material along with that which we had already covered.

Almost without exception, the students commented favorably on the questions on the dialogues. Most of the students considered the questions as a test or reference point. While the questions were easy, they provided a conversation in context which seemed to provide considerable motivation. One student had this to say:

> These (questions on the dialogue) proved very helpful to me. Not only did they aid in the understanding of the dialogue and the materials covered, they developed more of a "thinking-on-your-feet" attitude. The student had no idea of what the next question would be--often on the tapes you can easily guess at the general content of the next question. This made the student learn the words instead of just parroting them.

Students felt that narrative passages used for comprehension practice were very helpful and that they should have been expanded. Some comments suggest that the programming of new vocabulary items left much to be desired and that the subject matter lacked zest and interest.

> I think this (the comprehension) could be improved. Too many new words for one reason. The whole base of the context is something we've never heard before and makes it difficult to gain anything. If the context would contain half or one-third new vocabulary, it would be better. . . In an expanded form, it (the comprehension) could be used very well to increase at least passive vocabulary and enliven the subject matter.

It was also felt that dialogue and narrative material should be better integrated with display session practice.

> The comprehension is one of the best and most helpful parts of the material but in a way we let it go to waste because we never used the vocabulary. I think we should make active use of it in the display sessions by just using it in everyday conversation or by retelling the story of the comprehension in our own words.

6.6 Administrative Reactions

The modifications in administrative procedures that MCEF entailed were expected to affect the university at two levels, the structure of elementary language instruction and the system of grade and credit award. We shall discuss these two aspects of the problem in reverse order.

6.61 Grade and Credit Award

MCEF freed students from conventional lockstep progress by making more liberal use of two administrative devices already in existence, the granting of the grade of I (Incomplete) to students who had failed to meet semester-final norms and of additional credit by special examination to students who demonstrated mastery of the content of the next semester's portion of the course, i.e., of the content of F102 for students completing the first semester of the course or of F203 for students completing the second semester of the course. Credit by examination requires the payment of a standard fee of five dollars rather than tuition fees proportional to the number of semester credits earned, and in this way overachievers were doubly rewarded. Of course the liberalization of credit award by special examination results in a loss of revenue to the university, but it is presumably not significant enough to warrant concern on the part of the administration.

The liberalization of the award of the grade of I and concomitant deferment of award of semester credits did present one serious problem. At Indiana University undergraduate students must generally carry a minimum course load totalling fifteen semester credits; furthermore, students who carry fewer than 12 hours are not considered full-time students and lose the right to space in university dormitories--a very serious penalty indeed since suitable off-campus space is quite scarce and much more expensive and less desirable than university-owned accommodations. MCEF students who received the grade of I in F101 and F102 were not affected by this rule since they could enroll in the next-higher portion of MCEF on the reasonable expectancy of removing the I in the course of the semester and of then beginning work at the F102 or F203 level. But students who received an I in F203 were faced with two equally unpleasant alternatives: to move out of the dormitories if they elected to carry a normal real load of fifteen semester credits (five of which were for the F203 in progress) or to carry a heavy load of at least seventeen semester credit hours. The problem was solved in an ad hoc fashion. Individual students who faced this drastic choice were given a memorandum which stated that, although they had enrolled for fewer than twelve semester credits, they were to be considered full-time students because they were, in addition, committed to a course yielding five semester credits; in other words, the Incompletes they had received differed strikingly from the regular "I" in that it did not signify failure to meet all course requirements, but the completion of course requirements at a slower rate. Our experience does question seriously the definition of full-time student status in terms of semester-credits of course enrollments rather than intensity of study commitments. While MCEF proved consonant with normal university administrative procedures, it also suggests that many current administrative policies quasi universal at the college and university level seem more suited to bureaucratic bookkeeping than to what is the basic function of these institutions: providing a climate in which learning can take place in the most efficient and rewarding way.

6.62 The Teaching of Foreign Languages at the College and University Level

MCEF was attempted within the administrative work of a foreign language department typical of most large universities. The department considers that its primary function is the teaching of French literature and that its students should be initiated to texts of significant literary value as soon as possible. Introduction to the literature of a foreign people provides some insight into its culture and is unquestionably an integral part of a liberal education. But this goal can be achieved only if the student has sufficient linguistic proficiency to read foreign language texts with meaning, pleasure and profit. If literary texts are presented before the student is linguistically ready, he will be able to appreciate literary quality and learn about the foreign culture only through explanations in English, or else the deciphering of literary texts will become a rather inefficient means of acquiring language skills.

In most foreign language departments, there is, on the other hand, a growing awareness of the new role of foreign language instruction in today's world: training students in cross-cultural communication. This objective can be reached only if the student has the opportunity to understand the spoken language and to speak it with some degree of accuracy and fluency. These two objectives are not antithetical but if both are to be achieved it will be necessary:

> to require that all students demonstrate the ability to understand, speak, read, and write the language sufficiently well to permit their uninhibited participation in classes conducted entirely in the foreign language and devoted exclusively to questions of content. No student lacking this "functional control" of the language should be permitted to enter any content course.[10]

One of the basic premises of MCEF is that beginning students will differ with regard to the length of time required to acquire a basic proficiency in an FL--as defined in the above quotation--and that it is the responsibility of a foreign language department to make it possible for all types of students--the gifted as well as the average, the well-prepared as well as the culturally deprived--to attain basic proficiency in the most rapid way possible and without falling by the wayside. Traditionally, it was assumed that one year of study of a foreign language was sufficient to attain this mastery. No doubt this was possible for some students--though hardly if their contact was limited to three hours weekly for thirty weeks in groups of twenty to thirty, but most learners will need considerably more time. Such a course as MCEF attempts precisely to provide a course structure that will allow all types of students to attain basic proficiency in a period of time commensurate with their background, attitudes, and aptitude.

A source of administrative conflict at the departmental level was MCEF's delay of emphasis on reading and its stress on speaking proficiency, including accuracy of pronunciation. The department feared that upon completion of MCEF, experimental students would not be prepared to read literary texts and it felt that for them to devote fifteen of the eighteen semester hours to manipulation of structures and drill in pronunciation was a waste of precious time. The department seemed to take the attitude, if we may be allowed to paraphrase, "We don't care how well they can speak, but can they read!" As was stated above, we agree that, within a liberal arts curriculum, the ability to converse in French is not a sufficient goal and that students should not be permitted to complete the language requirement without some exposure to a content course taught in the foreign language. But we would question whether most students attain this goal after completing eighteen hours of the conventional language program of any large institution such as Indiana University.

Clearly the language requirement should be set in terms of X number of semester credits of content courses to which only students demonstrating basic proficiency would be admitted. The others would need to enroll in an ungraded series of courses until they had attained the specified norms. In the final analysis it is not that MCEF and the conventional program differ with regard to the ultimate objectives of FL teaching, but that they differ with regard to the degree of proficiency that can be attained in three semesters of study and with regard to the nature of the skills "reading" in an FL entails.

Since MCEF rested on the concept of the language laboratory as a teaching machine and the redefinition of the role of the live teacher in FL learning, it was felt that it endangered the department's graduate program in French literature. Foreign languages have fared badly vis-à-vis the biological, physical, and social sciences in attracting government and foundation fellowship support and teaching assistantships provide the means of financial support for the great majority of graduate students.

It is not surprising that any program which assigns many of the teaching tasks to machines should be viewed as leading to the reduction of the teaching staff of elementary courses composed primarily of graduate assistants. Increased fellowship support in the humanities would no doubt alleviate these fears and would help to eradicate what has become a serious confusion between language learning and teaching on the one hand and training for scholarly research in literature or philology on the other.

Another source of tension stemmed from the reluctance of FL departments to engage in instructional research. What passes for research in this field is more likely to be the trial of a new procedure conducted without any attempt at rigorous control and collection of data. As a result, there is little opportunity for the "spin-out" of new approaches, that is, the testing of a new approach with only part of a population and its extension if successful to the entire group. As a result, new methods are instituted not after demonstrated effectiveness and superiority in terms of stated goals and variables but through forceful assertion and on the wake of external events that are often unrelated to the methodological innovation. For this reason the department was unduly concerned and annoyed by some of the minor dislocations and administrative problems caused by the more complex structure of MCEF, more complex, it might be added, only because it differed from the old and familiar.

Notes

[1] Particularly, Pimsleur, Paul; Mace, Larry and Keislar, Evan, Preliminary Discrimination Training in the Teaching of French Pronunciation, University of California, Los Angeles, 1961 (Report of USOF Contract SAE 8950) and Scherer, George A.C. and Wertheimer, Michael, A Psycholinguistic Experiment in Foreign Language Teaching, New York: McGraw-Hill, 1964 (Report of USOE Contract SAE 8823 "Extended Classroom Experimentation with Varied Sequencing of the Four Skills in German Instruction").

[2] Scherer and Wertheimer, Chapter 3.

[3] Such a questionnaire was used by Lambert in "Measurement of the Linguistic Dominance of Bilinguals," Journal of Abnormal Psychology, 50:197-200 (1955).

[4] For the most comprehensive and valid attempt to date, see Scherer and Wertheimer.

[5] The aims of our study as presented in the project plan were:

> To investigate the problems, administrative and pedagogical, presented by a basic FL course where the students are allotted the high number of contact hours (500-600) required for the acquisition of audio-lingual skills and where the individual student proceeds at his own learning rate but which: (1) is compatible with a liberal arts education and allows the student to pursue other studies simultaneously; (2) is comparable to the traditional course with regard to instructional costs; (3) retains personal student-instructor contact.

[6] See Scherer and Wertheimer, Chapter 5.

[7] Osgood, Charles E.; Suci, George; and Tanenbaum, Percy, The Measurement of Meaning, Urbana, Illinois; University of Illinois Press, 1957.

[8] For instance, the Cornell University Division of Modern Languages program described in J Milton Cowan, "The Cornell Plan of Language Teaching," Hispania 30:57-60 (1947); also Hispania 32:27-34 (1949), Modern Language Journal 34:593-603 (1950) and PMLA 47:38-46 (October, 1952).

[9] Particularly, the University of Colorado German Experiment, see Scherer and Wertheimer.

[10] Hadlich, Roger L. et al., "Foreign Languages in Colleges and Universities," in W. F. Bottiglia (ed.) Foreign Language Teaching: Ideals and Practice, Reports of the Working Committees, 1964, Northeast Conference on the Teaching of Foreign Languages, p. 53.

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Appendix

A. Sample Local Examinations

1. Oral Production Test - F101 Final Examination
2. Phoneme Perception Test
3. Comprehension and Phoneme Discrimination Examination - F102 Final Examination
4. F101 Hour Examination

B. Sample Display Session Transcription

Oral Production Test

F101 Final - January, 1962

I. General Questions - (To put the student at ease)

Comment est-ce que vous vous appelez?
Ça va?
Il fait froid? Chaud?
Quel temps fait-il?
Il est deux heures? etc. Il est quelle heure?

II. Direct Response

Vous êtes français?
Est-ce que vous parlez anglais?
Vous allez à l'université d'Indiana?
Vous avez des frères, des soeurs?
Vous allez en France cet été?
Qu'est-ce que vous faites ce soir?
A quelle heure arrive votre train?
Je parle français?
Est-ce que vous avez faim?
Est-ce qu'il est une heure?

III. Directed Questions

Demandez à Madame si elle est française.
Demandez-moi si je vais à Paris la semaine prochaine.
Demandez-nous si nous parlons anglais.
Demandez-moi quelle heure il est.
Demandez à Madame où se trouve le cinéma.
Demandez-moi si j'ai loué un chalet.
Demandez à Madame où est son frère.
Demandez-moi si j'ai une soeur en France.
Demandez-nous comment va notre ami.
Demandez à Madame si elle sait où il y a un bon restaurant.

IV. Directed Statement

Dites que je suis américain.
Dites que vous avez chaud.
Dites qu'elle a un restaurant tout près.
Dites que vous êtes étudiant. (e).
Dites que je parle trop vite.
Dites que vous savez la nouvelle.
Dites que votre cousine est reçu au bac.
Dites que nous allons faire un voyage cet automne.
Dites que nous sommes en janvier.
Dites que vous vendez des livres.

V. 'Conversation'

Oral Production Test

Sentences for Oral Review

1. Elle fait des économies. /i/
2. Il est l'heure de déjeuner. /é/
3. Il est toujours le premier. /u/
4. Vous l'avez vu? /y/
5. J'ai acheté un abricot. /ó/
6. Où est-ce qu'il est? /i/
7. Où est-ce qu'on va? /a/
8. Marie a un petit rhume. /y/
9. J'ai très faim. /ẽ/
10. Est-ce qu'on va au cinéma? /õ/
11. Il arrive en février. /é/
12. Ils ont une bonne idée. /y/
13. Jean est fort en anglais. /è/
14. Il en a beaucoup. /u/
15. Ils ont un appartement. /ã/
16. C'est important, n'est-ce pas? /ẽ/
17. Vous dormez encore? /o/
18. Il n'est pas malade. /a/
19. Où est-ce que nous sommes? /ò/
20. Qu'est-ce que t'as, mon vieux? /œ́/
21. J'ai parlé à Anne. /an/
22. Il a passé en janvier. /a/
23. Elle est chez vous. /e/
24. Il part en automne. /on/
25. On a beaucoup de boulot. /ó/
26. Il part avec sa soeur. /œ̀/
27. Vous avez raison. /õ/
28. Nicole est encore malade. /i/
29. Vous pensez qu'il est là? /ã/
30. Il a de la veine. /en/

Phoneme Perception Test

Section One: You will hear groups of four French utterances. Three of these utterances will be identical, whereas the fourth will be different. The utterance which differs from the others may occur first, second, third, or fourth in the group. For each group mark on the answer sheet the space which corresponds to the position of the different utterance in the group. For example: in the group "la, la, les, la" the third item is different from the rest, so you would mark the third space for this group.

1. petit, petit, petite, petit
2. vendent, vendent, vend, vendent
3. part, partent, part, part
4. grande, grand, grand, grand
5. écrit, écrit, écrit, écrivent
6. plaisent, plaisent, plaît, plaisent
7. mauvais, mauvaise, mauvais, mauvais
8. disent, disent, disent, dit
9. vit, vivent, vit, vit
10. plaisante, plaisant, plaisante, plaisante
11. finissent, finissent, finissent, finit
12. dort, dort, dorment, dort
13. connaissent, connaît, connaissent, connaissent
14. blanc, blanche, blanche, blanche
15. rend, rendent, rend, rend
16. cirer, serrer, serrer, serrer
17. maîtresse, mes tresses, maîtresse, maîtresse
18. la belle, la belle, la balle, la belle
19. une nuque, eunuque, une nuque, une nuque
20. le jeune, le jeûne, le jeune, le jeune
21. ce qui, ceux qui, ce qui, ce qui
22. le dos, le doux, le doux, le doux
23. la bosse, la bosse, la Beauce, la bosse
24. pâté, poté, pâté, pâté
25. le pire, le pur, le pur, le pur
26. bouter, butter, bouter, bouter
27. le nez, le nez, le nez, le noeud
28. le veau, le voeu, le veau, le veau
29. ma serre, ma soeur, ma soeur, ma soeur
30. alors, alors, à l'heure, alors
31. le saint, les saints, le saint, le saint
32. tacher, tacher, tâcher, tacher
33. empreinte, emprunte, empreinte, empreinte
34. l'on dit, l'on dit, l'on dit, lundi
35. tenter, ton thé, tenter, tenter
36. l'épais, l'épais, les pains, l'épais
37. deux livres, d'un livre, deux livres, deux livres
38. bonté, bonté, beauté, bonté
39. tâter, tâter, tâter, tenter
40. l'essaim, les scènes, l'essaim, l'essaim
41. bonnet, bonnet, bon nez, bonnet
42. bon âne, bon an, bon an, bon an
43. pas tout, pas tout, pas tout, partout
44. lacet, la serre, la serre, la serre
45. seul, soeur, seul, seul

46. alors, alors, allons, alors
47. pas tant, pas le temps, pas le temps, pas le temps
48. vous avez, vous avez, vous savez, vous avez
49. ils sont, ils ont, ils sont, ils sont
50. il y a, il y a, il a, il y a
51. c'est au pain, c'est au point, c'est au point, c'est au point
52. pluit, pli, pli, pli
53. la muette, la mouette, la muette, la muette
54. vous trichez, vous trichiez, vous trichiez, vous trichiez
55. c'est lavé, c'est la veille, c'est lavé, c'est lavé
56. peignons, payons, peignons, peignons
57. Il est parti? Il est parti. Il est parti. Il est parti.
58. Jean va à Paris. Jean, va à Paris. Jean va à Paris. Jean va à Paris.
59. Vous n'y allez pas! Vous n'y allez pas. Vous n'y allez pas. Vous n'y allez pas.
60. Il a un livre. Il a un livre. Il a un livre. Il a un livre.
61. pique, peak, pique, pique
62. pique, pique, pick, pique
63. fée, fée, Fay, fée
64. bette, bat, bette, bette
65. do, doux, doux, doux
66. poule, poule, poule, pull
67. sot, so, sot, sot
68. lac, lack, lac, lac
69. se porte, support, se porte, se porte
70. sir, soeur, soeur, soeur

Section Two.

A. The following 3 syllable utterances contain either /i/, a vowel between /é/ and /è/ or /y/ in the second syllable. Check the vowel you hear in the second syllable. The vowels again are 1) /i/, 2) /é/ or /è/, 3) /y/.

1. la rusée
2. Sont-ils là?
3. à pis faire
4. c'est du sel
5. Jean est sûr.

B. The following 4 syllable utterances contain either /y/, a vowel between /œ́/ and /œ̀/ or /a/ in the second syllable. Check the vowel you hear in the second syllable. The vowels again are 1) /y/, 2) /œ́/ or /œ̀/, 3) /a/.

1. les voeux qu'il fait
2. la bulle qu'il a
3. pour le faire rire
4. a du pain dur
5. c'est la troisième

C. The following 4 syllable utterances contain either /y/, /u/, a vowel between /ó/ and /ò/ or a vowel between /óe/ and /òe/ in the second syllable. Check the vowel you hear in the second syllable. The vowels again are 1) /y/, 2) /u/, 3) /ó/ or /ò/, 4) /óe/ or /òe/.

1. dessous du plat
2. les peaux sont là
3. a du café
4. les deux propos
5. les moues qu'il fait

D. The following 4 syllable utterances contain either a vowel between /é/ and /è/, /a/, or a vowel between /ó/ and /ò/. Check the vowel you hear in the second syllable. The vowels again are 1) /é/ or /è/, 2) /a/, 3) /ó/ or /ò/.

1. un très grand chat
2. ils la guérissent
3. la peau est bonne
4. toute la semaine sainte
5. pour ses petites filles

E. The following 3 syllable utterances contain either /ẽ/, /ã/, or /õ/ in the first syllable. Check the vowel you hear in the first syllable. The vowels again are 1) /ẽ/, 2) /ã/, 3) /õ/.

1. emportant
2. montagnard
3. indomptable
4. fondatrice
5. enfoncé

Section Three.

Indicate whether or not the words which you will hear are pronounced correctly in French by checking in the appropriate space.

1. qui
2. tip-
3. gai
4. pelle
5. son
6. bull-
7. bow-
8. date
9. surpass-
10. leur
11. Lee-
12. ville
13. lay-
14. sap-
15. shoe-
16. foule
17. faut
18. sock-
19. se dit
20. purr-

F102 Final Examination
Comprehension and
Phoneme Discrimination

May, 1962

I. Oral Comprehension

A. You will hear ten groups of four French sentences. In each case the first sentence will be the model. One of the succeeding three sentences will be identical to the model sentence and the other two will be different from it. On the answer sheet mark the blank which corresponds to the sentence which is identical to the model sentence.

1. Vous désirez voir quelque chose?
   a. Vous désirez avoir quelque chose?
   b. Vous désirez voir quelque chose.
   -c. Vous désirez voir quelque chose?

2. Où est-ce qu'ils ont laissé leur enfant?
   -a. Où est-ce qu'ils ont laissé leur enfant?
   b. Où est-ce qu'ils ont laissé leurs enfants?
   c. Où est-ce qu'ils vont laisser leur enfant?

3. Qu'est-ce qu'ils font aujourd'hui?
   a. Où est-ce qu'ils vont aujourd'hui?
   -b. Qu'est-ce qu'ils font aujourd'hui?
   c. Qu'est-ce qu'elles font aujourd'hui?

4. Ils décrivent leur voyage à la concierge.
   a. Il décrit leur voyage à la concierge.
   -b. Ils décrivent leur voyage à la concierge.
   c. Il a décrit leur voyage à la concierge.

5. Est-ce que son fiancé va danser?
   -a. Est-ce que son fiancé va danser?
   b. Est-ce que sa fiancée va danser?
   c. Est-ce que son fiancé veut danser?

6. Il vient de déjeuner chez nous.
   -a. Il vient de déjeuner chez nous.
   b. Il vient déjeuner chez nous.
   c. Ils viennent de déjeuner chez nous.

7. Roger va apporter le vin et du pain.
   a. Roger a apporté le vin et du pain.
   b. Roger va apporter le vin et le pain.
   -c. Roger va apporter le vin et du pain.

8. Ils finissent à cinq heures.
   a. Il finit à cinq heures.
   b. Elles finissent à cinq heures.
   -c. Ils finissent à cinq heures.

9. Il veut aller avec nous ce matin.
   a. Ils veulent aller avec nous ce matin.
   -b. Il veut aller avec nous ce matin.
   c. Il peut aller avec nous ce matin.

10. Le concierge se renseigne auprès du facteur.
    a. La concierge se renseigne auprès du facteur.
    -b. Le concierge se renseigne auprès du facteur.
    c. Le concierge se renseigne auprès d'un facteur.

B. You will hear ten French sentences. From the possibilities on the answer sheet select the sentences you will hear.

1. Ils ne vont pas aller à l'hôtel car ils ont trouvé une pension.
    a. Ils ne sont pas allés à l'hôtel car ils ont trouvé une pension.
    -b. Ils ne vont pas aller à l'hôtel car ils ont trouvé une pension.
    c. Ils ne vont pas aller à l'hôtel car ils vont trouver une pension.
    d. Ils ne sont pas allés à l'hôtel car ils vont trouver une pension.

2. Pierre et Jean ne vont partir qu'après minuit.
    -a. Pierre et Jean ne vont partir qu'après minuit.
    b. Pierre et Jean ne vont partir que vers minuit.
    c. Pierre et Jean ne sont partis qu'après minuit.
    d. Pierre et Jean ne sont partis que vers minuit.

3. Ils servent du café à ses amis.
    a. Ils servent du café à tes amis.
    b. Il sert du café à ses amis.
    c. Il sert du café à mes amis.
    -d. Ils servent du café à ses amis.

4. Elle est très jolie. Où l'as-tu achetée?
    a. Il est très joli. Où l'as-tu acheté?
    -b. Elle est très jolie. Où l'as-tu achetée?
    c. Elle est très jolie. Où l'a-t-il achetée?
    d. Il est très joli. Où l'a-t-il acheté?

5. Où est-ce que Roger va passer les vacances?
    a. Où est-ce que Roger veut passer les vacances?
    -b. Où est-ce que Roger va passer les vacances?
    c. Où est-ce que Roger veut passer ses vacances?
    d. Où est-ce que Roger va passer ses vacances?

6. Est-ce qu'ils sortent tous les jours à six heures?
    a. Est-ce qu'il sort tous les jours à six heures?
    b. Est-ce qu'ils sortent tous les jours à dix heures?
    c. Est-ce qu'il sort tous les jours à dix heures?
    -d. Est-ce qu'ils sortent tous les jours à six heures?

7. Alors, commençons par vendre notre bicyclette.
    -a. Alors, commençons par vendre notre bicyclette.
    b. Alors, commençons par vendre nos bicyclettes.
    c. Alors, commençons par prendre notre bicyclette.
    d. Alors, commençons par rendre nos bicyclettes.

8. Ils répondent que le café est au coin.
    a. Ils répondent que le café n'est pas loin.
    -b. Ils répondent que le café est au coin.
    c. Il répond que le café est au coin.
    d. Elles répondent que le café est au coin.

9. Pierre Leclerc doit aller chez mon oncle à Paris.
   -a. Pierre Leclerc doit aller chez mon oncle à Paris.
   b. Pierre Leclerc va aller chez mon oncle à Paris.
   c. Pierre Leclerc doit aller chez son oncle à Paris.
   d. Pierre Leclerc va aller chez son oncle à Paris.

10. Elles partent en avance car il fait tellement froid aujourd'hui.
   a. Elle part en avance car il fait tellement froid aujourd'hui.
   b. Ils partent en avance car il fait tellement froid aujourd'hui.
   -c. Elles partent en avance car il fait tellement froid aujourd'hui.
   d. Il part en avance car il fait tellement froid aujourd'hui.

C. You will hear ten questions in French. After each question you will hear three possible responses. Indicate by marking the corresponding space on the answer sheet the most appropriate response to the question.

1. Est-ce que le facteur habite dans ce quartier?
   a. Non, il habite tout près.
   -b. Oui, il habite en face du collège.
   c. Oui, elle habite dans ce quartier.

2. Vous n'allez pas étudier à l'université?
   a. Oui, je vais étudier à l'université.
   b. Si, je vais étudier chez moi.
   -c. Si, nous allons étudier à l'université.

3. De quoi est-ce qu'on parle aussi?
   a. On parle aussi de Nicole.
   -b. On parle aussi de partir en vacances.
   c. On a parlé de sortir ce soir.

4. Où est-ce que tu as trouvé ton manteau?
   a. J'ai trouvé ton manteau chez Mme Dupont.
   -b. J'ai trouvé mon manteau au restaurant.
   c. J'ai trouvé son manteau au magasin.

5. C'est le lendemain du 14 juillet, n'est-ce pas?
   -a. Oui, c'est le 15 juillet.
   b. Si,c'est le 15 juillet.
   c. Oui, c'est le 13 juillet.

6. Qu'est-ce que tu as choisi?
   a. Nous avons choisi une chambre.
   -b. J'ai choisi le train direct.
   c. Je vais choisir une valise.

7. Paul et André étaient loin d'ici?
   a. Oui, ils ont été loin d'ici.
   b. Oui, il était loin d'ici.
   -c. Oui, ils étaient loin d'ici.

8. Elle ne va pas la prendre demain matin?
   a. Si, elle va le prendre demain matin.
   -b. Non, elle va la prendre aujourd'hui.
   c. Si, elle va la rendre demain matin.

9. Est-ce que vous avez parlé aux américains?
-a. Oui, j'ai parlé aux américains.
b. Oui, j'ai parlé aux américaines.
c. Oui, je vais parler aux américains.

10. Cet imperméable ne me va pas bien?
a. Oui, il vous va très bien.
-b. Si, il vous va très bien.
c. Si, elle vous va très bien.

D. You will hear ten questions in French. From the possibilities on the answer sheet select the most appropriate response to the questions you will hear.

1. Tu n'as pas écrit à tes parents?
-a. Si, je leur ai écrit.
b. Non, je ne lui ai pas écrit.
c. Non, je ne les ai pas écrit.

2. Les enfants n'ont pas trouvé leurs amis?
a. Non, ils ne l'ont pas trouvé.
-b. Non, ils ne les ont pas trouvés.
c. Oui, ils les ont trouvés.

3. Est-ce qu'elles veulent aussi du café?
a. Oui, elle veut aussi du café.
-b. Non, elles ne veulent pas de café.
c. Oui, ils veulent aussi du café.

4. Qu'est-ce que les clients désirent voir?
-a. Ils désirent voir des chaussures.
b. Elle désire voir des cravates.
c. Elles désirent voir des robes.

5. Est-ce qu'il y a quelqu'un dans sa chambre?
a. Oui, il y a quelqu'un dans ma chambre.
-b. Non, il n'y a personne chez lui.
c. Non, il y a quelqu'un dans sa chambre.

6. Qu'est-ce que tu as fait?
a. Nous sommes allés au cinéma.
-b. Je suis rentré vers minuit.
c. Je vais faire un tour à Saint-Germain.

7. Qu'est-ce qu'elles vont décider de faire ce soir?
-a. Elles vont décider d'aller au cinéma.
b. Elles ont décidé d'aller à l'opéra.
c. Ils ont décidé de rentrer tôt.

8. Vous êtes rentrés tard hier soir?
a. Oui, vous êtes rentrés très tard hier soir.
b. Oui, nous allons rentrer très tard.
-c. Oui, on est rentré vers minuit.

9. Qu'est-ce qu'elle peut faire?
a. Elle veut étudier à la bibliothèque.
b. Elles peuvent apporter des livres.
-c. Elle peut aller à l'université à pied.

10. Il tient à déjeuner avec nous au restaurant?
    a. Oui, il vient de déjeuner avec nous au restaurant.
    -b. Oui, il tient à y déjeuner avec nous.
    c. Oui, il vient y déjeuner avec nous.

E. You will hear ten statements in French. Each statement will be followed by a question relating to it and three possible answers to the question. Indicate by marking the appropriate space on the answer sheet the best answer to the question in relation to the statement.

1. Les deux étudiantes ont marché tout l'après-midi. Comme elles étaient fatiguées, elles ont décidé de prendre quelque chose dans un café. Pourquoi est-ce qu'elles ont décidé de prendre quelque chose?

   -a. Parce qu'elles étaient fatiguées.
   b. Parce qu'elles ont soif.
   c. Parce qu'elles ont marché tout l'après-midi.

2. L'agent de police dit à Jean qu'il y a plusieurs autobus qui traversent la Seine; le 29, le 65 et le 78. Il y a combien d'autobus qui traversent la Seine?

   a. Il y en a vingt-neuf.
   -b. Il y en a trois.
   c. Il y en a soixante-cinq.

3. M. Morin va faire un voyage en Espagne avec Paul Durand l'été prochain. Ils ont des amis là-bas. Qui va en Espagne?

   a. M. Morin.
   b. Paul Durand et ses amis.
   -c. Paul Durand et M. Morin.

4. Marie a acheté une robe. Elle voudrait bien aussi un imperméable et un manteau, mais comme il ne lui reste plus beaucoup d'argent, elle ne les achète pas. Qu'est-ce qu'elle a acheté?

   a. Un imperméable et un manteau.
   -b. Une robe.
   c. Un imperméable, une robe et un manteau.

5. Les Morin sont partis en vacances. Ils sont allés chez leur ami à Cannes. Ils vont y rester tout le mois d'août. Où est-ce qu'ils sont allés?

   -a. Ils sont allés chez leur ami.
   b. Ils sont allés chez leurs amis.
   c. Ils vont partir en vacances.

6. Roger Dupont veut acheter des timbres. Au bureau de poste il trouve beaucoup de monde devant le guichet. Il doit attendre son tour. Qu'est-ce qu'il trouve?

   a. Il trouve des timbres.
   b. Il trouve le bureau de poste.
   -c. Il trouve beaucoup de monde (devant le guichet).

7. Il demande des timbres à vingt-cinq centimes à l'employé. Ça lui fait un franc cinquante. Combien de timbres est-ce qu'il achète?

a. Vingt-cinq.
b. Quatre.
-c. Six.

8. En rentrant chez lui il demande au concierge s'il a des lettres pour lui. Il lui donne une lettre qu'il attend depuis deux semaines. Il lui donne aussi ses journaux. Qu'est-ce qu'il lui donne?

-a. Il lui donne une lettre et des journaux.
b. Il lui donne une lettre qu'il attend.
c. Elle lui donne des journaux et une lettre.

9. Le frère de Roger l'invite à passer les vacances avec lui au bord de la mer. Il connaît un petit hôtel qui est très bien et pas trop cher. Roger trouve que c'est une bonne idée. Il va écrire à son frère tout de suite. Qui est-ce qui l'invite?

a. Roger l'invite.
-b. Son frère l'invite.
c. Son père l'invite.

10. Roger va à la gare de l'Est pour acheter des billets. Il demande à Jean de l'accompagner. Comme il n'a pas grand'chose à faire aujourd'hui il accepte volontiers. Pourquoi est-ce que Jean l'accompagne?

-a. Il n'a pas beaucoup à faire.
b. Il va acheter des billets.
c. Parce qu'il veut faire un tour.

F. You will hear ten statements in French. After each statement there will be a question relating to it. From the possibilities on the answer sheet select the most appropriate answer to the question in relation to the statement.

1. Philippe doit se rendre au bureau de M. Morin. Comme il n'a pas beaucoup de temps il décide de prendre le métro. Il préfère l'autobus mais le métro va beaucoup plus vite. Il ne prend pas un taxi car il n'a pas beaucoup d'argent. Comment est-ce qu'il va au bureau de M. Morin?

-a. Il prend le métro.
b. Il prend l'autobus.
c. Il prend un taxi.

2. Le bureau de M. Morin est au cinquième étage. Philippe doit monter à pied car il n'y a pas d'ascenseur. Mais quand il arrive en haut il trouve que M. Morin n'est pas là. Le pauvre Philippe, il n'est pas content. Qu'est-ce qu'il trouve?

a. Il trouve qu'il n'y a pas d'ascenseur.
b. Il trouve le bureau de M. Morin.
-c. Il trouve que M. Morin est sorti.

3. Madame Lebègue est sortie très tôt ce matin. Elle a beaucoup de courses à faire. Elle doit aller d'abord à l'épicerie. Ensuite elle doit aller à la boulangerie et à la crémerie. Où est-ce qu'elle va d'abord?

a. A la crémerie.
-b. A l'épicerie.
c. A la boulangerie.

4. Jean invite Nicole à faire un petit tour avec lui, mais Nicole ne veut pas aller avec lui parce qu'il y a des nuages et il peut peut-être pleuvoir. Roger trouve qu'elle a raison. Ils vont rester chez Nicole. Quel temps fait-il?

a. Il pleut.
-b. Il y a des nuages.
c. Il fait beau.

5. Anne a acheté une nouvelle robe grise aux Galeries Lafayette. En rentrant elle passe par la chambre de son amie Nicole pour lui montrer sa robe. Nicole trouve qu'elle lui va très bien. De quelle couleur est la robe?

a. Elle est rouge.
b. Elle est bleue.
-c. Elle est grise.

6. Jean cherche une station de métro. Il s'adresse à un passant pour se renseigner. Le monsieur lui dit de tourner à droite et qu'il y a une station juste en face du cinéma. A qui est-ce qu'il s'adresse?

a. A un agent.
-b. A un passant.
c. A une passante.

7. Roger cherche une chambre meublée. Il en désire une pas trop loin de l'université. Tous les jours il achète le journal et lit les annonces. Où est-ce qu'il veut trouver une chambre?

-a. Près de l'université.
b. Loin de l'université.
c. Très loin de l'université.

8. Roger et Marie vont à la poste. Ils veulent envoyer un paquet à leur cousin qui habite à Paris. Pendant que Roger attend son tour devant le guichet Marie va à un autre guichet où elle demande des jetons de téléphone. Le paquet est pour qui?

a. Il est pour Marie.
b. Il est pour Roger.
-c. Il est pour leur cousin.

9. Philippe n'est pas en classe depuis trois jours. Son ami Jean va chez lui pour lui demander ce qui ne va pas. Il trouve que Philippe a un petit rhume. Ce n'est pas grand'chose; il sera en classe demain. Pourquoi est-ce que Jean va chez Philippe?

a. Parce que Philippe est malade.
-b. Pour lui demander ce qui ne va pas.
c. Parce qu'il n'est pas en classe depuis trois jours.

10. Mme Dupont va à Marseille. Elle va prendre un train direct ce soir. Avec les enfants c'est bien plus commode. Elle sera à Marseille à huit heures dix demain matin. Quand est-ce qu'elle arrive à Marseille?

-a. A huit heures dix.
b. A dix heures.
c. Ce soir.

II. Recognition of Grammatical Signals

A. You will hear pairs of verb forms. In the blanks provided on the answer sheet indicate whether the forms are singular (S) or plural (P). The members of a pair may be the same or different.

1. il sert, ils servent
2. il rend, il rend
3. ils partent, il part
4. il fait, ils font
5. il dit, ils disent
6. ils vendent, il vend
7. ils sortent, il sort
8. il finit, ils finissent
9. il dort, ils dorment
10. ils accompagnent, ils accompagnent

B. You will hear pairs of adjectives. In the blanks provided on the answer sheet indicate whether the forms are masculine (M) or feminine (F). The members of a pair may be the same or different.

1. blanche, blanche
2. petite, petit
3. grand, grand
4. gris, gris
5. longue, long
6. américain, américaine
7. allemand, allemande
8. interdite, interdit
9. froide, froide
10. frais, fraîche

III. Phoneme Discrimination

A. You will hear five French utterances. In the second syllable of these utterances you will hear one of three vowels /ɛ̃/, /ã/, or /ɔ̃/. Indicate which of these three vowels you hear in the second syllable by checking the corresponding space on the answer sheet. The vowels again are: /ɛ̃/, /ã/ or /ɔ̃/.

1. il enregistre	/ã/
2. encombrement	/õ/
3. réintégrer	/ẽ/
4. financière	/ã/
5. rebondissement	/õ/

B. You will hear five French utterances. In the second syllable of these utterances you will hear one of three vowels /i/, /y/ or /u/. Indicate which of these three vowels you hear in the second syllable by checking the corresponding space on the answer sheet. The vowels again are: /i/, /y/ or /u/.

1. une fourmillière	/u/
2. éducative	/y/
3. utilisable	/i/
4. publiciste	/i/
5. perturbation	/y/

C. You will hear five French utterances. Indicate by checking the appropriate space on the answer sheet whether the vowel you hear in the second syllable is a nasal vowel or a non-nasal vowel.

1. impopulaire	non-nasal
2. monomanie	non-nasal
3. malencontreux	nasal
4. nomination	non-nasal
5. noctambulisme	nasal

D. You will hear five French utterances. In the final syllable of these utterances you will hear one of four vowels /ó/, /y/, /u/ or /óe/. Indicate which of these four vowels you hear in the final syllable by checking the corresponding space on the answer sheet. The vowels again are: /ó/, /y/, /u/ or /óe/.

1. une visiteuse	/óe/
2. on le suppose	/ó/
3. c'est une statue	/y/
4. cette malheureuse	/óe/
5. il tue les poules	/u/

E. You will hear five French utterances. In the final syllable of these utterances you will hear one of three vowels /i/, /é/ or /è/. Indicate which of these three vowels you hear in the final syllable by checking the corresponding space on the answer sheet. The vowels again are: /i/, /é/, or /è/.

1. il enchantait	/è/
2. il a failli	/i/
3. ils périraient	/è/
4. il est salé	/é/
5. il s'habillait	/è/

F102 Final Examination May, 1962
Oral Production Test

A. Imitation. 20 points

You will hear twenty short sentences in French. After each sentence there will be a pause for you to repeat the sentence. You should imitate the model sentence as closely as possible in every respect: pronunciation, rhythm, speed, intonation, etc.

1. Ils vont y aller.	/é/
2. Marie en a combien?	/ẽ/
3. Elle choisit la route.	/a/, /u/
4. Qu'est-ce qu'il a vu?	/y/
5. C'est son ami.	/i/
6. Ils s'en vont.	/ã/, /õ/
7. La station est à gauche.	/ó/
8. Il habite en Europe.	/ò/
9. La gare est tout près.	/è/
10. Jean a deux soeurs.	/óe/, /òe/
11. C'est son père.	/r/
12. Elle est très bonne.	/on/
13. Quand est-ce qu'ils partent?	/t/
14. Voulez-vous des crêpes?	/p/
15. Vos amis sont américains?	Intonation
16. Qu'est-ce qu'ils veulent?	/l/
17. Non, je ne suis pas malade.	Rhythm-stress
18. Le bois est sec.	/k/
19. Ils étudient à l'université.	Rhythm-stress
20. Où est-ce qu'il achète son journal?	Intonation

B. Manipulation

1. You will hear four French sentences in which the verb is in the present tense. In the pause provided after each sentence repeat the sentence transforming the verb to the passé composé.

   Example: Je déjeune à une heure. Answer: J'ai déjeuné à une heure.

   a. J'achète du pain.
   b. Marie écrit à ses parents.
   c. Les étudiants vont à Paris.
   d. Ils partent vers midi.

2. You will hear four French sentences in which the verb is in the passé composé. In the pause provided after each sentence repeat the sentence transforming the verb to the present tense.

   Example: J'ai déjeuné à une heure. Answer: Je déjeune à une heure.

   a. Ils sont sortis ce matin.
   b. Ils ont été à Paris.
   c. Roger a loué une chambre.
   d. Nous avons finit notre travail.

3. You will hear four French sentences in the affirmative. In the pause provided after each sentence repeat the sentence transforming it to the negative.

Example: Je déjeune à une heure. Answer: Je ne déjeune pas à une heure.

a. La pharmacie est au coin.
b. J'ai parlé à la concierge.
c. Nous sommes rentrés très tard.
d. Ils l'ont acheté en France.

4. You will hear four declarative French sentences. In the pause provided after each sentence repeat the sentence transforming it to the imperative.

Example: Vous allez à Paris. Answer: Allez à Paris.

a. Vous donnez le paquet à Philippe.
b. Tu ne parles pas français.
c. Vous n'avez pas peur.
d. Vous achetez un journal au bureau de tabac.

5. You will hear two French sentences in which the subject will be in the singular. In the pause provided after each sentence repeat the sentence transforming the singular subject to the plural in the same person and making any other changes which become necessary in the sentence.

Example: Je déjeune à une heure. Answer: Nous déjeunons à une heure.

a. Le chauffeur choisit la route.
b. Il vend l'auto à Marie.

6. You will hear two French sentences. After each sentence you will hear a word with which you are to replace a corresponding word in the sentence you have heard. You should make any other changes in the sentence which become necessary.

Example:	1) J'ai trouvé un taxi.	(maison)	Answer:	J'ai trouvé une maison.
	2) Il a acheté la bicyclette.	(livre)		Il a acheté le livre.

a. Ils ont parlé à la concierge.	(facteur)
b. Ils vont acheter de la crème.	(lait)

C. Response

You will hear a series of questions in French. In the pause provided after each question answer the question. You should make sure that your answers are both grammatically correct and make sense. You should not attempt to give witty or unusual answers. Make your answer simple and to the point. Use complete sentences.

a. Quel âge avez-vous?
b. Est-ce que vous allez en France cet été?
c. Quel temps fait-il?
d. Est-ce que vous avez des frères?
e. Tu as vu Marie aujourd'hui?

D. Look at the picture on the answer sheet. You will have 15 seconds to study the picture and to prepare a description of it in French. You are to describe what you see in the picture and what is going on. You will have 30 seconds in which to do this. Begin studying the picture.

(15 seconds)

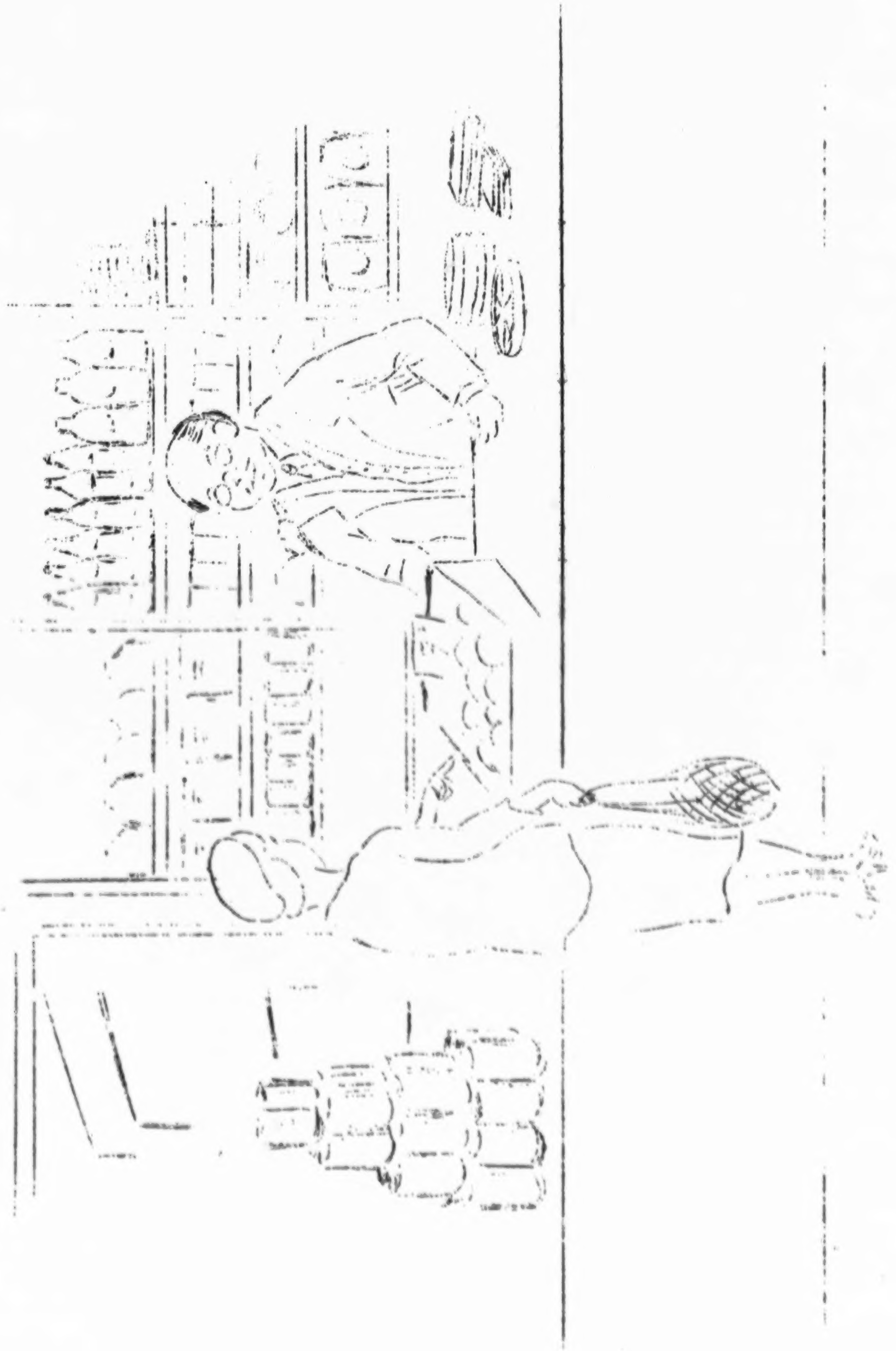
Describe in French what you see in the picture and what is going on.

(30 seconds)

Stop. Wait for instructions from the proctor.

Describe in French what you see in the picture and what is going on.

Stop. Wait for instructions from the proctor.



F102 Final Examination May, 1962

Name ______________________________

1. American English speakers will often fail to distinguish between la mère and le maire or le garçon and les garçons. At that point it would be useful to point out that
    1. In French, the stress always falls on the last syllable of a phrase.
    2. French vowels never change quality under different stress situations whereas English vowels are often of neutral quality under weak stress.
    3. French, unlike English, is characterized by open syllabification.
    4. The vowel in French le is a central vowel.

2. In contrast to the vocalic sound of English sea, bay, you, and so, the vocalic sound of French si, bée, vous, and sot may be characterized as
    1. longer and more tense
    2. longer and more relaxed
    3. shorter and more tense
    4. phonetically similar

3. An American English speaker would tend to confuse the French Jean/Jeanne or attendre / entendre because
    1. American English has, phonetically speaking no nasal vowels.
    2. In American English oral and nasal vowels usually do not contrast.
    3. It is impossible for an American English speaker to produce a nasal vowel and a nasal consonant in immediate succession.
    4. American English does not have a nasal a sound.

4. In phonology a minimal contrastive pair is a pair of words which differ in meaning and which are distinguished phonetically by one significant sound feature. For example, starting with vue, if one moves the tongue backward, one obtains vous, and vous / vue constitute a minimal pair. Which of the following pairs of words constitutes a minimal pair?
    1. plonge / planche
    2. ronge / range
    3. longue / lange
    4. fente / vingt

5. The /p/ of French pire is closer phonetically to which one of the following underlined English consonants?
    1. part
    2. spin
    3. gap
    4. pretty

6. Which of the following statements characterizes French articulatory habits?
    1. Tongue and lips are kept tense during sound production.
    2. There is little forward or backward movement of tongue and lips.
    3. The tongue is usually concave.
    4. None of the above.

7. Which of the following statements describes the difference in pronunciation of the vowels in English dough and French dos?
    1. The French vowel is a backvowel while the English is not.
    2. The English vowel is unrounded.
    3. The English vowel is higher and shorter.
    4. None of the above.

8. Before which of the following groups of words would one have to use the article *le* or *la*?
   1. horloge, hôtel
   2. un, huit
   3. houille, hasard
   4. onze, hirondelle

9. French numerals have as many as three variant forms conditioned by the form of the following environment. With respect to the number of variant forms as well as the type of variant conditioned by the following environment, which of the following pairs of numerals are most alike?
   1. deux, cinq
   2. deux, trois
   3. trois, sept
   4. deux, six

10. From the point of view of spoken French, the possessive adjective form *mon* / mɔn / is
    1. the form occurring before all masculine singular nouns or adjectives.
    2. the form occurring before all masculine nouns or adjectives beginning with a vowel.
    3. the form occurring before all singular nouns or adjectives beginning with a vowel.
    4. the form occurring before all masculine singular nouns or adjectives beginning with a vowel.

11. From the point of view of spoken French the present stem may be defined as the first person plural indicative form minus the /ɔ̃/ (-ons). Some verbs have a shortened present stem in the singular indicative (e.g., *nous finissons*/ *je finis*). Which of the following verbs does not behave as the others?
    1. partir
    2. vendre
    3. manger
    4. dormir

12. How many forms does the definite article have from the point of view of spoken French?
    1. 4
    2. 3
    3. 5
    4. 2

13. From the point of view of the spoken language *petit* / *petite* may be considered as an example of the regular pattern for adjectives having special masculine and feminine forms. That is, the feminine form yields the masculine by the drop of the final pronounced consonant. By this example which one of the following adjectives is irregular?
    1. doux/douce
    2. blanc/blanche
    3. sec/sèche
    4. chaud/chaude

14. In which of the following verbs are the 3rd singular present form (il) and 3rd plural present form alike with regard to pronunciation?
    1. finissons finir
    2. vendons vendre
    3. partons partir
    4. aimons aimer

15. Which of the following utterances are different with regard to pronunciation?
    1. Ils aiment / Il aime
    2. Ils chantent / Il chante
    3. Ils mangent / Il mange
    4. Elles parlent / Elle parle

16. Which of the following verbs belongs to a different class from the other three? Consider the present tense and the Passé composé?
    1. finir
    2. partir
    3. conduire
    4. vendre

17. Which of the following forms of the verb best show the base?
    1. finir
    2. fini
    3. finirai
    4. finissent

18. Where is the "best" French spoken?
    1. Touraine
    2. Château country
    3. seizième arrondissement (Paris)
    4. Paris suburbs

19. Which of the following languages is not a Romance language?
    1. Basque
    2. Rumanian
    3. Catalon
    4. Old French

20. What does the following correspondance prove about the three cited languages?

French:	lit	pis	fait
Italian:	letto	petto	fatto
Spanish:	lecho	pecho	hecho

    1. That they are Romance languages.
    2. That they are corrupted forms of Latin.
    3. That they are genetically related.
    4. That French doesn't have final vowels.

21. Which of the following non-Romance languages is not spoken in France?
    1. Flemish
    2. Celtic
    3. Norse
    4. German

22. Which of the following Paris main thoroughfares are located on the left Bank?
    1. Champs-Elysées
    2. Grands Boulevards
    3. Boulevard Saint-Michel
    4. Place d l'Opéra

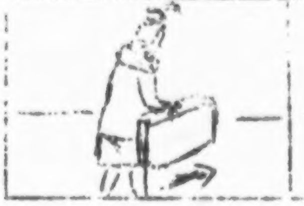
23. Which of the following French provinces are located in the western part of France?
    1. Bretagne
    2. Champagne
    3. Provence
    4. Flandres

24. Which of the following is the name of a French crack train?
    1. autocar
    2. Mistral
    3. autorail
    4. gare de Lyon

25. Which of the following countries is not separated from France by natural frontiers (mountains, river)?
    1. Spain
    2. Italy
    3. Germany
    4. Belgium

Test Booklet

Sample

A


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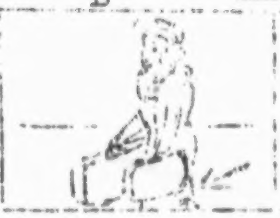

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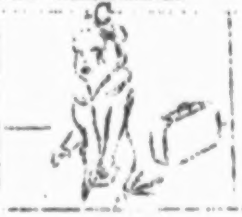

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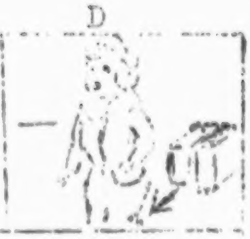
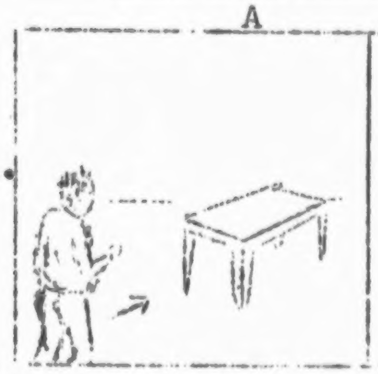


Sample Answer

	A	B	C	D
0.	( )	(x)	( )	( )

1.

A


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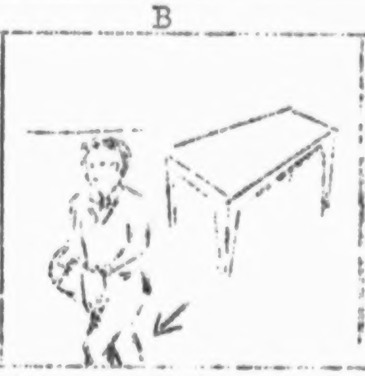

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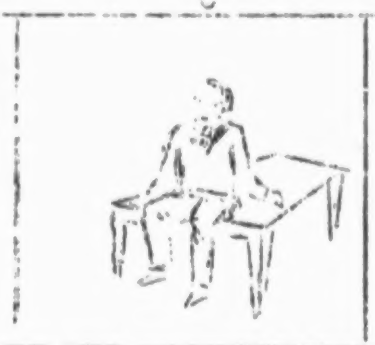

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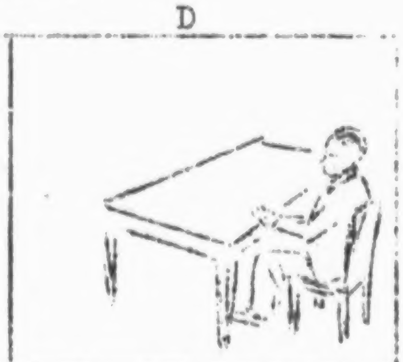
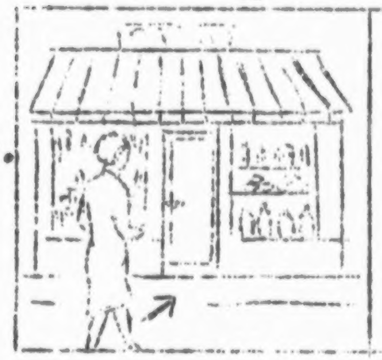


2.

A


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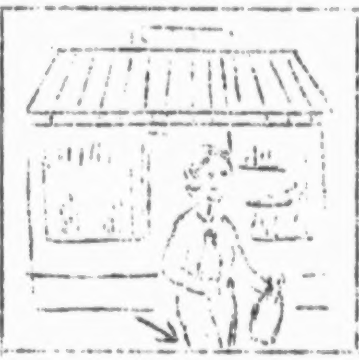

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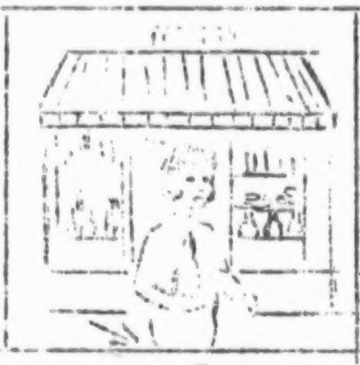

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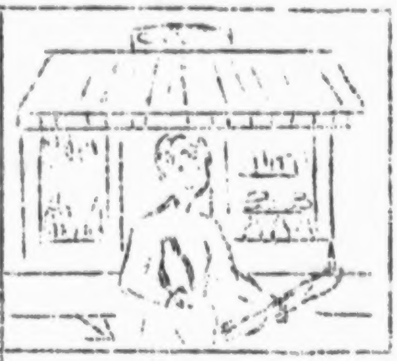

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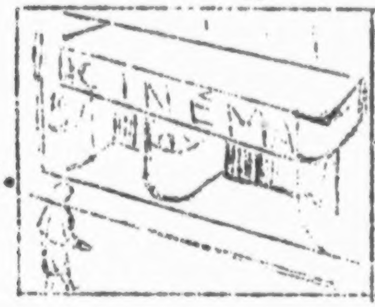
A


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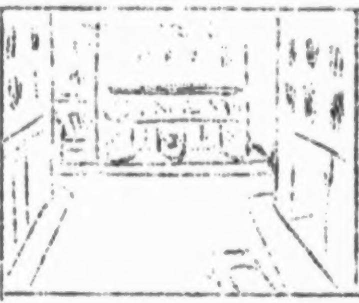

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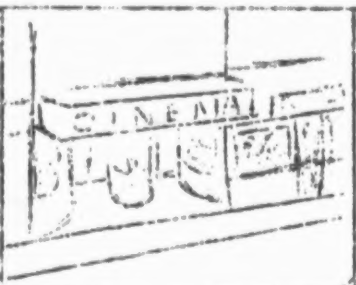

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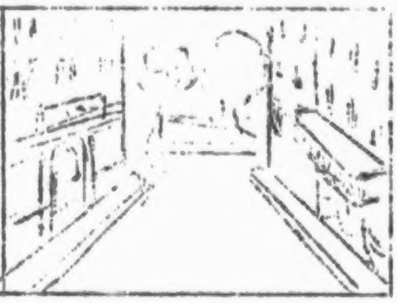
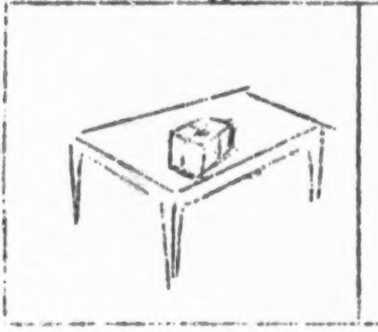


4.

A	B	C	D
$\begin{array}{r} 3 \\ \times 4 \\ \hline 12 \end{array}$	$\begin{array}{r} 17 \\ -7 \\ \hline 10 \end{array}$	$\begin{array}{r} 2 \\ +10 \\ \hline 12 \end{array}$	$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$

5.

A


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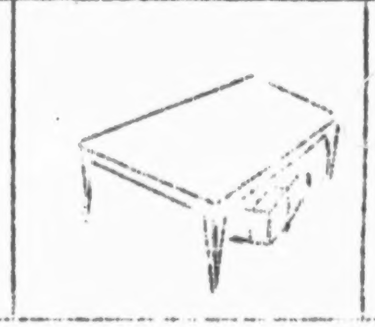

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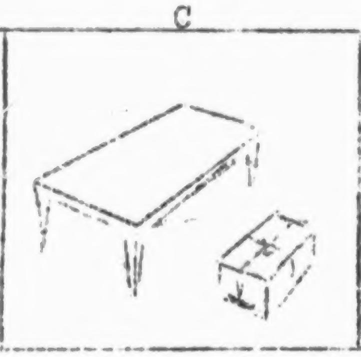

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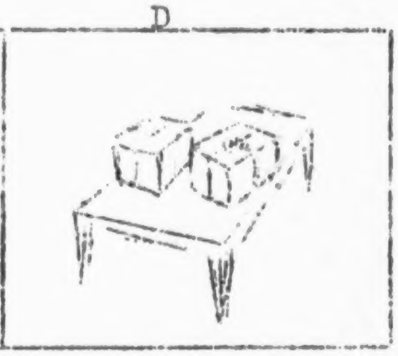

II

F101 Hour Examination January 9, 1963

This test is designed to measure your ability to understand spoken French. It consists of fifty multiple choice questions and answers. The questions will be presented to you by recording; you will select the correct answer from the possibilities listed for that question in the test booklet and mark the corresponding space on the answer sheet with an x.

The numbers of the questions will be read in French before the question (Numéro un, Numéro deux, and so on). After the question has been read, the number alone will be repeated as a signal that the question has been completed and that you are to mark your answer.

I. You will hear a statement in French which will describe one of a set of four pictures printed on page 1 of your test booklet. You are to decide which of the pictures is best described by the statement and mark the corresponding space on the answer sheet. Now look at the sample question.

Numéro zéro. Lili a ses valises. zéro.

Since picture b was described by the statement, space b has been marked in the booklet. The test is about to begin.

Numéro un. Philippe va à la table. un.

Numéro deux. Annette a acheté deux bouteilles de lait. deux.

Numéro trois. Le cinéma est en face de la boutique. trois.

Numéro quatre. Guy dit, "Deux et dix font douze." quatre.

Numéro cinq. Le paquet est sous la table. cinq.

II. In this section you will be asked common, everyday questions. From the possibilities listed in the test booklet select the most appropriate answer and mark the corresponding space on the answer sheet. First there will be a sample question.

Numéro zéro.
Où est Philippe?
a. Il est malade.
b. Elle est couchée.
c. Oui, il est chez sa cousine.
d. Il est à Nice. zéro.

Only d was the correct answer to the question so space d has been marked in the sample answer space. Ready for question 6 on page 2 of the test booklet?

Numéro six.
Tu as vu Guy?
a. Oui, tu as vu Guy.
b. Oui, j'ai vu Lili.
-c. Oui, j'ai vu Guy.
d. Non, j'ai vu Guy. six.

Numéro sept. Où est le cinéma?
-a. Il est à gauche.
b. Elle est au bout de la rue.
c. Il est chez Sabine.
d. Oui, il est en face de la boutique. sept.

Numéro huit. Quel film passent-ils au cinéma?
a. à midi
b. Sabine ne sait pas.
c. à côté
-d. un bon film huit.

Numéro neuf. Qu'est-ce que tu as acheté à la boutique?
a. l'avenue
b. une villa
-c. de la salade
d. la physique neuf.

Numéro dix. Où peut-on nager?
-a. à la piscine
b. au cinéma
c. chez Mimi
d. en été dix.

Numéro onze. Qu'est-ce qu'ils ont bu?
a. du veau
b. une glace
c. de la salade
-d. du café onze.

Numéro douze. Où va-t-il avec sa cousine?
a. Oui, avec elle.
-b. à Nice
c. Non, toute seule.
d. pas mal douze.

Numéro treize. Quand est-il allé au Mexique?
-a. l'été passé
b. Non, au Canada.
c. Oui, au Mexique.
d. Il n'y va pas. treize.

Numéro quatorze. Est-ce loin?
a. Oui, c'est juste à côté.
-b. Non, c'est juste à côté.
c. Non, c'est assez loin.
d. C'est à côté du pont. quatorze.

Numéro quinze. Qu'est-ce qu'ils veulent faire?
a. Il va faire un gâteau.
b. Il veut faire du tennis.
-c. Ils veulent faire du tennis.
d. Il a fait un gâteau. quinze.

Numéro seize.
Où a-t-il mis mon stylo?
a. Il les a mis là-bas.
b. Ils les ont mis là-bas.
c. Elle l'a mis là-bas.
-d. Il l'a mis là-bas.
seize.

Numéro dix-sept.
Quand est-ce qu'ils finissent?
a. Il finit à midi.
b. Il finit dimanche.
-c. Ils finissent à midi.
d. Ils ont fini à midi.
dix-sept.

III. You will now listen to a short conversation between two people. From the possibilities printed in the test booklet select the statement which best applies to the conversation and mark the corresponding space on the answer sheet. First, there will be a sample question.

Numéro zéro.
M. Vous allez à Nice?
F. Non, je vais chez Nicole.
a. Anne va à Nice.
b. Anne ne va pas chez Nicole.
c. Anne va chez Nicole.
d. Nicole va à Nice.
zéro.

c was the correct answer. Space c has been marked in the sample answer sheet. Ready for question number 18?

Numéro dix-huit.
F. Vous avez loué vos places?
M. Non, j'y vais à midi.
-a. L'homme va louer ses places.
b. L'homme a loué ses places.
c. La femme va louer ses places.
d. L'homme ne va pas louer ses places.
dix-huit.

Numéro dix-neuf.
F. Où est-ce qu'on loue les places?
M. Là-bas, madame, à gauche.
a. Le monsieur demande où on loue les places.
b. On loue les places en face.
c. Le monsieur ne sait pas où on loue les places.
-d. La dame ne sait pas où on loue les places.
dix-neuf.

Numéro vingt.
M. Où as-tu laissé tes valises?
F. Chez ma cousine.
a. Le monsieur a ses valises.
-b. La femme n'a pas ses valises.
c. Le monsieur a sa valise.
d. La femme n'a pas sa valise.
vingt.

Numéro vingt et un. M. Est-ce loin?
F. Mais non, elle habite à côté du pont.
a. Le monsieur n'habite pas loin.
b. Le monsieur habite à côté du pont.
-c. Ce n'est pas loin.
d. Le pont est loin. vingt et un.

Numéro vingt-deux. M. Avez-vous vu Nicole?
F. Non, elle est allée à Cannes.
a. Le monsieur a vu Nicole.
b. La dame est allée à Cannes.
-c. La dame n'a pas vu Nicole.
d. Nicole n'est pas allée à Cannes. vingt-deux

Numéro vingt-trois. M. Qu'est-ce qu'elle fait là-bas?
F. Elle passe deux semaines en famille.
a. Le monsieur sait ce qu'elle fait.
-b. La femme sait ce qu'elle fait.
c. Elle passe deux semaines chez son amie.
d. Elle passe une semaine chez ses parents. vingt-trois.

Numéro vingt-quatre. M. Philippe est ici?
F. Oui, mais il va à la bibliothèque.
a. La femme va à la bibliothèque.
b. Philippe n'est pas ici.
c. Philippe est à la bibliothèque.
-d. Philippe va à la bibliothèque. vingt-quatre.

Numéro vingt-cinq. M. Qu'est-ce qu'il va faire là-bas?
F. Il va étudier.
a. Le monsieur sait ce qu'il va faire.
b. La femme ne sait pas ce qu'il va faire.
c. Il étudie.
-d. Il va étudier. vingt-cinq.

Numéro vingt-six. M. Est-ce qu'il y va tout seul?
F. Non, il y va avec Paul.
-a. Il n'y va pas tout seul.
b. Paul y va tout seul.
c. Il n'y va pas avec Paul.
d. Paul y va avec la femme. vingt-six.

Numéro vingt-sept. F. Où est le cinéma?
M. Là-bas à côté du café.
-a. Le café est à côté du cinéma.
b. Le café est loin du cinéma.
c. Le monsieur demande où est le cinéma.
d. La femme demande où est le café. vingt-sept.

Numéro vingt-huit.
F. Est-ce qu'il y a du veau?
M. Non, madame, mais il y a du jambon.
a. Il y a du veau.
-b. Il y a du jambon.
c. La dame veut du jambon.
d. Le monsieur veut de veau.
vingt-huit.

Numéro vingt-neuf.
M. Voulez-vous du café ou du thé?
F. Du thé, s'il vous plaît.
a. Le monsieur veut du café.
b. La femme veut du café.
-c. La femme veut du thé.
d. Le monsieur veut du thé.
vingt-neuf.

Numéro trente.
M. Qu'est-ce que vous allez acheter?
F. Des chemises et un chapeau.
a. La dame a acheté des chemises.
b. La dame a acheté un chapeau.
c. Le monsieur demande ce que la dame a acheté.
-d. La dame va acheter des habits.
trente.

Numéro trente et un.
F. Sais-tu où habite Paul?
M. Non, demandez à Guy.
a. Le monsieur sait où habite Paul.
b. Paul sait où habite Guy.
-c. Guy sait où habite Paul.
d. Paul ne sait pas où habite Guy.
trente et un.

IV. You will now listen to a longer conversation. After each person has spoken you are to select from the possibilities in the test booklet the statement which is correct according to what has just been said. There is no sample question. Yournext answer will be number 32.

Numéro trente-deux.
F. Ça ne va pas. Paul n'a pas d'appétit et il tousse beaucoup.
a. Paul va bien.
-b. Paul est malade.
c. Paul va mieux.
d. Ça va bien.
trente-deux.

Numéro trente-trois.
M. Je l'ai vu hier. Il faisait du tennis. Il était fatigué.
a. Paul est fatigué.
b. Paul fait du tennis.
-c. Paul a fait du tennis hier.
d. Paul l'a vu hier.
trente-trois.

Numéro trente-quatre.
F. J'ai vu Janine. Elle m'a dit qu'elle va à Nice samedi avec sa cousine.
a. Janine est à Nice.
b. Janine va chez sa cousine.
c. Sa cousine est à Nice.
-d. Janine et sa cousine vont à Nice.
trente-quatre.

Numéro trente-cinq. M. Qu'est-ce qu'elles vont faire là-bas? Elles ne peuvent pas nager. Il ne fait pas assez chaud.
-a. Elles ne peuvent pas nager.
b. Il fait assez chaud.
c. Elles peuvent nager.
d. Elle ne peut pas nager. trente-cinq.

Numéro trente-six. F. Si, il fait assez chaud. Nous sommes le vingt mai. C'est le début de l'été.
a. Il ne fait pas assez chaud.
b. C'est le quinze mai.
c. Ce n'est pas le vingt mai.
-d. Il fait assez chaud. trente-six.

Numéro trente-sept. M. M. Ledoux a téléphoné. Il veut que tu l'appelles. Il a dit qu'il ne peut pas aller à Toulouse avec Philippe.
a. Monsieur Ledoux va à Toulouse.
-b. Monsieur Ledoux a téléphoné.
c. Monsieur ne veut pas aller à Toulouse.
d. Monsieur est à Toulouse avec Philippe. trente-sept.

Numéro trente-huit. F. Oui, je le sais déjà. J'ai vu Mme Ledoux. Elle m'a dit qu'il doit aller à Lille.
a. Elle n'a pas vu Madame Ledoux.
b. Elle a vu Monsieur Ledoux.
-c. Monsieur Ledoux doit aller à Lille.
d. Monsieur Ledoux est à Lille. trente-huit.

Numéro trente-neuf. M. Son oncle qui habite là-bas est malade et il veut aller le voir.
-a. Son oncle habite à Lille.
b. Son oncle n'habite pas à Lille.
c. Il a vu son oncle qui est malade.
d. Monsieur Ledoux est malade. trente-neuf.

Numéro quarante. F. J'irai en ville samedi. Il y a des tas de choses que je voudrais acheter.
a. Elle ira à Lille samedi.
b. Elle va acheter des tas de choses.
-c. Elle ira en ville samedi.
d. Elle voudrais aller en ville. quarante.

Numéro quarante et un.

F. J'ai vu un joli chapeau dans la boutique en face du cinéma. Ils ont aussi du tissu.
a. Elle a vu un chapeau au cinéma.
-b. Elle a vu un chapeau dans la boutique.
c. Elle a du tissu.
d. Ils ont un chapeau mais pas de tissu.

quarante et un.

Numéro quarante-deux.

M. Veux-tu passer chez Annie? Elle a laissé un paquet ici hier. Elle habite de ce côté-là. Ça ne te gène pas?
a. La femme a laissé un paquet chez Annie.
b. Le monsieur a laissé un paquet chez Annie.
c. Annie habite de ce côté-là.
-d. Annie a laissé un paquet hier.

quarante-deux.

Numéro quarante-trois.

F. Pas du tout. Annie n'habite pas loin de la boutique, et aussi, j'ai laissé un fichu chez elle.
a. Annie a laissé un fichu chez la dame.
b. La dame a laissé son fichu à la boutique.
-c. Annie n'habite pas loin de la boutique.
d. La dame n'habite pas loin de la boutique.

quarante-trois.

V. Now imagine that you are in a conversation. You will hear a question or a statement for which you are to select the most appropriate response from the possibilities in the test booklet. Mark the corresponding space on the answer sheet. Your next answer will be number 44.

Numéro quarante-quatre.

Bonjour, Philippe; comment ça va?
a. A Toulouse.
-b. Pas mal, merci.
c. Non, elle ne va pas bien.
d. Ce matin.

quarante-quatre.

Numéro quarante-cinq.

Vous allez à la finale samedi à Nice?
-a. Non, je ne peux pas.
b. Oui, c'est à Nice.
c. Oui, vous allez à la finale.
d. Oui, la finale est samedi.

quarante-cinq.

Numéro quarante-six.

Pourquoi? Qu'est-ce qui ne va pas?
a. Mimi n'y va pas.
b. Non, je ne veux pas.
c. Non, je ne veux pas y aller tout seul.
-d. Je dois étudier à la bibliothèque.

quarante-six.

Numéro quarante-sept.

Au revoir, Philippe.
a. Merci bien.
-b. A bientôt.
c. Il n'y a pas de quoi.
d. Bonjour, Guy.

quarante-sept.

VI. You will hear a conversation straight through. You will then be asked questions about it. From the possibilities on the test booklet select the correct answer according to the conversation and mark the corresponding spaces on the answer sheet. The next question will be number 48.

M. Bonjour, Pierre.
F. Bonjour, Guy, tu sais où habite Marie?
M. Non, mais demande à Philippe. Il sait où elle habite.
F. Où est Philippe?
M. Je l'ai vu à la bibliothèque.
F. Qu'est-ce qu'il fait là-bas? Il n'y va pas d'habitude.
M. Il m'a dit qu'il devait étudier toute la journée.

Numéro quarante-huit.

Qui sait où habite Marie?
a. Guy.
b. Pierre.
-c. Philippe.
d. Guy et Philippe.

quarante-huit.

Numéro quarante-neuf.

Où est Philippe?
-a. A la bibliothèque.
b. En classe.
c. Chez lui.
d. Chez Marie.

quarante-neuf.

Numéro cinquante.

Qu'est-ce qu'il fait là-bas?
a. Il lit le journal.
b. Il étudie avec Marie.
c. Il étudie toute la matinée.
-d. Il n'y va pas d'habitude.

cinquante.

4

Transcription of a tape recorded Display Session

Date: Spring, 1964

Instructor: Weber Donaldson (first year with MCEF)

Key: I - Instructor
S1 - Kathy - Student 1
S2 - Jane - Student 2
S3 - Pam - Student 3
S4 - Michel - Student 4
S5 - David - Student 5

I: Kathy, est-ce qu'il fait bon aujourd'hui?

S1: Oui, il fait bon aujourd'hui.

I: Est-ce qu'il a fait bon hier?

S1: Oui, hier, il a fait bon.

I: Qu'est-ce que tu as fait hier?

S2: Hier, je suis allée à l'église.

I: A quelle heure es-tu allée à l'église?

S2: Je suis allée à l'église à 9h30.

I: Tu es allée à l'église avec Jane?

S3: Non, je suis allée à l'église avec mon camarade de chambre, Cecilia.

I: ma camarade de chambre.

S3: ma camarade de chambre.

I: Tu connais la camarade de chambre de Pam?

S4: Oui, je connais la camarade de chambre de Pam.

I: Quel âge a-t-elle?

S4: Pam, quel âge. . .

I: . . .a ta camarade de chambre?

S4: a ta camarade de chambre?

S3: Ma camarade de chambre a 19 ans.

I: . . .a dix-neuf ans comme toi? Tu as aussi 19 ans?

S3: Moi aussi, j'ai dix-neuf ans.

I: Michel, où es-tu allé hier?

S4: Hier, je suis allé au théâtre.

I: Au théâtre? C'est vrai?

S4: Je suis allé au . . .

I: au cinéma. Quel film as-tu vu jouer?

S4: Ah. . .

I: Tu as vu jouer un film japonais, par hasard?

S4: J'ai vu jouer un film. . .qui s'appelle . . .Yojimbo.

I: Kathy, tu as aussi vu ce film?

S1: Non, je n'ai pas vu ce film.

I: David, pourquoi es-tu en retard?

S5: Je ne sais pas.

I: Tu ne sais pas pourquoi tu es en retard?. . .Est-ce qu'il est souvent en retard?

S2: Non, il. . .oui, il est . . .

I: souvent en retard. David, tu es souvent en retard?

S5: souvent?

I: often. Tu es souvent en retard? late.

S5: Non.

I: Alors, dis que tu n'es pas souvent en retard.

S5: Je n'

I: Oui, vas-y. Je ne suis pas. . .

S5: Je ne suis pas souvent en retard.

I: Tu as travaillé hier?

S1: Oui, j'ai travaillé hier. J'ai travaillé dans ma chambre.

I: Est-ce que Kathy a une camarade de chambre, Michel?

S4: Kathy, as-tu une camarade de chambre?

S1: Oui, j'ai un camarade de chambre.

S4: UN camarade de chambre?

S1: une camarade de chambre. Elle s'appelle Connie.

I: D'où vient-elle?

S1: Elle vient de Sulpher City.

I: Indiana?

S1: Oui.

I: Tu connais Sulpher City, Indiana?

S2: Non.

S4: Viens-tu de Sulpher City?

I: Parle plus fort, Michel.

S4: Viens-tu de Sulpher City, Indiana?

S1: Non, je viens de Elwood, Indiana.

I: Où habite David?

S3: David, où habites-tu?

S5: J'habite à North Manchester.

I: Est-ce que tu connais Sulpher City, Indiana?

S5: Non.

I: C'est une grande ville?

S1: Non, Sulpher City est à côté de New Castle.

S4: C'est au nord d'Indianapolis?

I: Sulpher City est au nord d'Indianapolis?

S1: Non, à l'est d'Indianapolis.

I: Combien de kilomètres est Sulpher City de Elwood?

S4: de New Castle.

I: de New Castle.

S1: Je pense que. . .Sulpher City est. . .

I: est à

S1: est à dix kilomètres de New Castle. Je ne sais pas.

I: David, qu'est-ce que tu as fait samedi?

S5: Samedi. . .

I: Parle plus fort, David.

S5: Samedi, j'ai . . . au lac.

I: Non.

S5: Je suis allé au lac.

I: au lac Lemon?

S5: Non, au lac. . .je ne sais pas.

I: le nom. Tu ne sais pas le nom du lac?

S5: Il est à cinq kilomètres au nord de Martinsville.

I: Tu as fait du ski nautique?

S5: Non.

I: Sais-tu faire du ski nautique?

S5: Oui.

I: Dis que tu sais faire du ski nautique.

S5: Je sais. . .

I: faire du ski nautique.

S5: faire du ski nautique.

I: Est-ce qu'il sait faire du ski nautique?

S3: Pardon?

I: Est-ce que David sait faire du ski nautique?

S3: David, est-ce que tu. . .

I: sais faire du ski nautique? Est-ce qu'il sait faire du ski nautique?

S2: Oui, il sait faire du ski nautique.

I: Et toi, est-ce que tu sais faire du ski nautique?

S2: Non, je ne sais pas faire du ski nautique.

. . . . .